

# THE F. B. Munford SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

*Columbia, Mo.*

## The Set of the Soul

One ship sails east and another west,  
With the self-same winds that blow;  
'Tis the set of the sails and not the gales,  
That determines the way we go.

Like the winds of the sea are the waves of Fate,  
As we journey along through life;  
'Tis the set of the soul that decides the goal,  
And not the calm or the strife.

—Anon.

VOL. VII

FEBRUARY, 1921

NO. 2

# THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to

## THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VII

FEBRUARY, 1921

NO. 2

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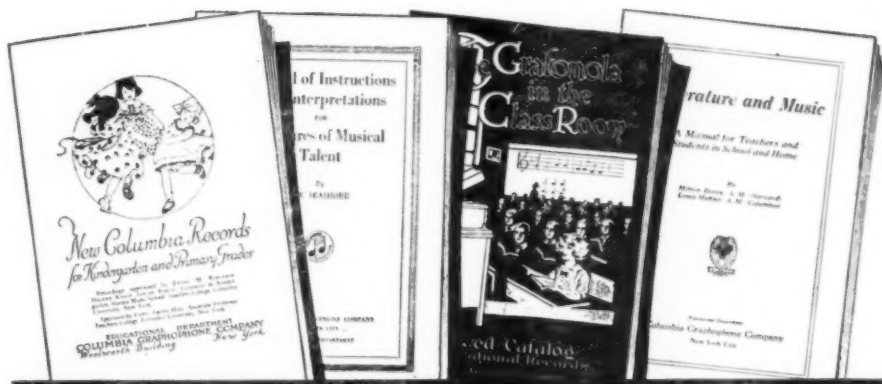
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## EDITORIAL

**G**OVERNOR HYDE'S Educational Conference which met at Jefferson City on the 6th and 7th of January was unique in that it was the first ever called by a governor to consider the Educational Program for a General Assembly. It was unique because it was the first conference ever called in the state by anyone

### The Governor's Conference

to consider the educational needs in which all classes of people and all interests of the state were represented—the farm organizations, organized labor, school boards, county superintendents, Parent-Teacher Associations, the Federated Women's Clubs, other Women's organizations, all classes of school men and women including the State Superintendent of schools, The State Teacher's Association, Presidents of College and the University, city Superintendents, class room teachers of every kind, including the colored race were all invited and were represented. It was unique in that its dominant note was "Equal Rights to All and Special Privileges to None in Matters of Public Education." It was doubly unique in that it was opened by an address from a Governor-elect whose every attitude and utterance inspired the confidence that at last Missouri had a Governor who to the public school is a real friend and not a mere flatterer, a man who is willing to look an immediate unpleasantness (if enemies and indifferent friends must make it unpleasant) in the face and apply a remedy that will be distasteful to the self satisfied, and disturbing to the self indulgent who do not want to be molested in their slumbers. Here's to the Governor!

**T**HERE is a thrill of genuine satisfaction to the friends of the public schools to be able to say "THE county unit bill", knowing that there is now but one. Those who prefer may refer to it as the Governor's bill, the legislature's bill, the State Superintendent's bill, the Association's bill,

### The County Unit Bill

or by any other name that sounds sweet to them. The big outstanding fact is that it is THE bill, the *only* bill, *our* bill that we are all for without division, without jealousy and without fear that any one person, organization or party may get more credit for it than that person, organization or party deserves. There may be those who will say, "It is undemocratic," but it gives equal educational opportunities to all; some may express fears that it will take away from their town or district some of the high qualities of which they like to boast, but it will give equal educational opportunities to all; some may object that as superintendent of Podunk he will lose his exalted position if placed under a county superintendent on whom he has been wont to look with condescension, but it gives equal educational opportunities to all; some may say "we have been able to educate the children of our district without outside help, let us alone," but this bill gives equal educational opportunities to all; some may say, "The board of education should receive pay for its time; I'll fight the bill unless this is done," but the bill gives equal educational opportunities to all. And so on objections will be raised to the vomiting point but how insignificant they all become when they stand in comparison with the major premise of the bill. They sound



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like a denunciation of Lincoln on the ground that he had a wart on his face.

**T**AX THE PROPERTY where it is and put the money where the children are, is a principle to which we have long been committed in a limited way. This principle is applied now among the people of a restricted school district. We are trying through the county unit bill to make it apply

**Stealing From Paupers to Give to Millionaires** among the communities within a county and in a more general way among the counties within the State. Just as our fathers and grandfathers had to combat the narrow-minded, self-satisfied individual who believed that he and his children should be specially favored in education because he was able to easily educate, from his own wealth, his children and that the poor were entitled to nothing from him; so will we have to oppose the rich communities who appear to think that they have no obligations beyond the line that separates their district from the surrounding ones. These communities are able to maintain a good school on a low levy and some of the individuals in some of them have the delusion that they are self-sufficient and that their interests and obligations cease when they have done that. One community from which opposition is already active is a consolidated district with nearly a million dollars valuation. It gets annually State Aid for the support of its high school, it pays a low rate of tax, it received one-fourth the cost of its building out of the State treasury and now these individuals are saying "the devil take the less fortunate." The opposition of people of this kind should make the bill certain of passage. Let the friends of all the children of all the people thank God for such enemies.

**I**N SCHOOL LIFE, for January first, is an interesting article on attendance in schools thruout the United States. The article contains a table showing the waste in the various states of the union and from it we glean the following facts concerning Missouri. The State provides an average of 165 days of school each year for the pupils, the average attendance per pupil is 125.9 days, the days not attended are 39.1, the percentage of the term wasted is 23.7 and the financial loss from this non-attendance is \$5,424,596.

This actual waste of money on the part of the State does not take into account the reduced efficiency of the student during the time that he does attend, caused by lack of continuity in his lessons and the consequent loss of interest, or the loss that comes to those who do attend regularly but are hindered by the disorganization and drag brought about by the irregular ones. This waste can be saved in part by the strengthening of our compulsory attendance law, but the greatest saving will be brought about by the passage of The County Unit bill which will eliminate many of the schools that are hardly worth attending. There is no question in the minds of those who have had opportunity to observe that the low attendance is largely in the small, illy kept and poorly taught schools.

**F**AIN'T HEART never won a fair lady." This editorial is not to be construed as an inferential reflection on the looks of anyone's wife, but it might be so construed if we used the same white livered tactics in our courtship as we sometimes use as teachers in asking and demanding what we want and what we know we are of right entitled to. For years the teachers of Missouri

**The Faint Heart**

humbly entreated the powers that be for a system of Teacher Training Colleges, we got them when we forgot our humility and stood up like men and fought for them. Twenty years of meekness in regard to the county supervision bill accomplished nothing, only when our spirits were transformed from the rabbit type to that of the bull dog did we command sufficient respect to accomplish anything. Thus it has ever been, thus it will ever be.

Our bills have not been overdrawn with the idea of accepting compromises. They are asking too little rather than too much. We can afford to do anything honorable to secure their passage. Let us not be comparable to the polo horse described by George Ade that pranced with high vivacity, that showed unrivaled knee action, that carried his tail high and his neck bowed but would always when he came to the "high hurdle" simply lay back his ears and squat. We are now at the high hurdle in our race for the attainment of our legislative program. Let's jump it, even if the top rail takes off patches of hair and hide.

**I**F ONE WANTS TO SEE the glaring inequalities of taxation for the support of the public schools let him turn thru the pages of the Fiftieth Report of the State Superintendent of Schools, from page 74 to page 161, and read there the minimum and maximum tax rates for the counties as reported by the county superintendents. Some people in Adair county pay  $3\frac{1}{3}$  times as high a rate as others, some in Andrew 9 times as high as others, some in Atchison 5 times as high as others, in Benton 11 times, in Jasper 17 times, in Johnson 16 times, and in Mississippi county some pay 120 times as high a rate as others; while in Pemiscot the ratio between the highest and the lowest cannot

be expressed in comprehensible terms for some pay \$2.10 on the hundred dollars valuation while others pay nothing. And so it is in every county, some very little, some very much; some very high and some ridiculously low. Consider, too, that often the high rate is in a poor district where even the high rate brings only an indifferent school and that just as often the low rate is in the wealthy district where the small tax makes possible the best school. Let's call for a "square deal" by passing the county unit bill. "Let's be done with this wiggling and wobbling."

**O**N another page of this issue of THE SCHOOL AND COMMUNITY will be found President Threlkeld's letter to the chairmen of the various Community Associations of the State. Its key note is service to the community. Service, not merely as teachers or as administrators of the school, that is taken for granted, but service that belongs to organized citizenship of the highest order. Neither does

#### The President's Letter

his conception narrow itself to individual work for worthy community enterprises, though it includes this, but it is concerned chiefly with the concerted, co-operative, team work type of service that will help improve the lot of all and reflect credit to the group comprising the Teachers' Community Association.

We believe that Mr. Threlkeld has the far vision that sees the welfare of the teachers in the years to come as well as in the immediate present. A narrow selfishness that knows nothing but the individual self, the "Live and let live" spirit, can presage nothing but death, and the group selfishness that sees no good except for its group is only a little better. The self interest that sees self as reflected in the community's growth, the State's prosperity and the Nation's good is the interest that

#### Wiggling and Wobbling

inspires to work and leads to life. It is the "Live and *help* live" spirit, that

"Gives to others whatsoe're I have  
Knowing that thus, and thus alone,  
Can good come to me."

THE LAST REPORT of the State Superintendent, the fiftieth, says "there are 17 districts in the state that vote no levy at all; 39 that vote less than 20 cts.; 276 that vote from 20 to 40 cts.; 1723 that vote even 40; 2258 that vote from 40 to 65, and 5268 that vote 65 cts. and over." These figures show two significant things: First, that there is a tremendous inequality and injustice in the matter of taxation for public education—the range **Vox Populi** of burden being from nothing to \$2.60 according to this Fiftieth Report; second, (a more encouraging fact) that the majority of the

districts are voting the limit. Even deducting from the 5268 that vote more than 65 cents all the town and city schools of the state, we have left a goodly majority of the rural districts voting the limit or more. Beyond question the people of Missouri will support all her schools if all the people are given an opportunity to express themselves. Under the present system the man in one district has no chance to say what his neighbor's school shall be if that neighbor happens to live across the district line. The county unit bill will give the progressive majority a right to speak for their entire county. "The voice of the people is the voice of God." Let not our ears be too sensative to the cry of those who would save their shekels, nor too deaf to the heart throbs of those who would save the children.

## The County Unit

### Why the Towns Should be Included in the County District.

In almost every case the town is now the educational, social, business and religious center of a territory much greater than is indicated by the town district boundary lines.

The town and the adjacent rural districts are absolutely dependent one upon the other. This community of interests should be strengthened not weakened.

To leave the towns out of the county district would be the worst possible thing that could happen to the towns. It would ruin or seriously impair the high school in the town by taking away from it all the non-resident pupils. These, numbering in some cases fifty per cent of the high school enrollment, would be provided for in the new sub-district high school adjoining the town. If this new subdistrict high

school is worth while there will inevitably spring up around it such business and social activities as the community will demand; the teachers' cottages, the country grocery store from which children may take home the groceries needed, the local market for eggs and farm produce, then the blacksmith shop, the filling station and the garage will come. Some of the good people will ask that the house be opened for religious services, the church or the churches will be finally built here. New roads will have to be built and kept up. So we have another little town, competing with perhaps two towns that already exist. It will make necessary the building of small high schools where they will not be needed if the town is included. The result is a weakened town and a weakened



country. Once the rural high school is built it will be too late to correct the mistake.

**We Have Had Enough of the Little School District.**

**We Need Better Towns not More Towns.**

**We Should Weld the Town and the County Together not Pull Them Apart.**

*What are the Objections to Including the Town Districts in the County District?*

Let us examine the present situation. The towns have in many cases built up a good system of schools, not because of greater wealth but for other reasons: (a) The child has been a liability to the town dweller. He can not work with his father in the shop, the office or the store. There is not enough work for the daughter in the home that has no hired men, no harvest hands, no milk to care for. It is easy for the parents to keep the children in school for a long period of their youth. (b) The numbers are sufficient to make education economical. (c) Sentiment for education has been encouraged by the fact that town people have an opportunity to see more clearly their mutual interdependence. (d) The constitution has been more liberal with the town people by allowing them to support their schools more liberally.

Rural Schools have not developed as have the town schools not so much because of the lack of wealth as for other reasons: (a) The country child has been an asset to the farmer. A large family meant more help in the field, the garden, the chicken yard and at the house. It looked like a sacrifice to spare the time of the children for school. It was a temporary sacrifice. (b) Sparse population, wealth spread over a large area, encouraged the formation of districts, unable to maintain elementary and high schools. (c) The physical influences of hard, muscular labor, work with the big muscles, the overcoming of gravity by bodily toil; the

turning of the soil, clod by clod and foot by foot; the lifting of the forest out of the earth; the lifting of the earth's products to the wagon, the stack and the granary; the lifting of water from the well; all these were conducive to the development of a strong body but not to the activity of the mind. In addition to making schooling difficult they appeared to make it unnecessary. (d) The social isolation developed self-dependence and not interdependence. A weakling to educate was an individual calamity not a community responsibility. (c) The Constitution discriminated against the farmer in the matter of education.

Out of these causes, now largely removed, tho their effects remain, has grown the real situation. The town folk are afraid that the rural people will not vote a tax sufficient to maintain the schools at their present standards and the country people are afraid that the towns will ruin them by imposing heavy school tax upon them. Both are wrong. The county will vote under the county unit as a whole. The *majority* of the rural districts are *now* voting all or more than the constitution allows, practically *all* the towns are doing so. The county voting as a whole will support the schools. The rural folk will not be burdened beyond the returns that they get in their schools. It is true that wealthy districts with a low levy will pay more. They *should*. This will increase the revenue for all the schools of the county without increasing the rate of the weak districts that are now paying from 65 cents to a dollar or more. In most cases their rate will be reduced.

Even if the country unit should lower the efficiency of some of the town schools for a few years will not the good that comes to *all* more than off-set it? The stooping process is not to be feared when it is for the purpose of lifting all to a higher plane.

## The "Why" of the Proposed Amendment for an Appointive State Board of Education

*The teachers are asking the General Assembly to submit a constitutional amendment providing for a modern appointive State Board of Education removed from party politics and safeguarded against periodical political changes and with the power to appoint the State Superintendent of Schools.*

Question 1. *What kind of a State Board of education have we?*

Answer 1. In Missouri the State Board of Education is *ex-officio*, that is, the members serve on the state board because they were elected to some other office. The Governor, Secretary of State, the Attorney General and the State Superintendent constitute the board.

Question 2. *Is this type of board found in most states?*

A. No, it is not common. Fifty years ago when school systems were in their beginning this type of board was quite common; most states have abandoned it; only seven states have a board like ours.

Question 3. *What are the objections to an ex-officio board?*

A. There are many, among them the following:

(a) At least three of the four members are elected without any reference to their fitness for the position as members of the board.

(b) The Governor, Secretary of State and Atty. General are selected for these positions and not because of their knowledge of or interest in education.

(c) The time of the state officers is fully taken with the duties of the state office and little or no time is or can be given to school affairs.

(d) The ex-officio board is a partisan board, elected on a party ticket. The members frequently have further political ambitions and aspiration.

(e) The State Superintendent is elected as a party man on a party ticket and is necessarily subject to all the fluctuations of party and partisan politics.

(f) All persons who have considered the matter seriously want the entire public school system taken out and kept out of politics.

Question 4. *What are some of the advantages of an appointive board?*

A. There are many, among them the following:

(a) It will be entirely free from the blighting influence of partisan politics.

(b) It will be composed of persons selected solely on the basis of fitness for the work to be done.

(c) It will be a real board, capable of leadership and that will command the confidence of our people, irrespective of party.

Question 5. *How is such a board to be secured?*

A. The Governor will appoint a board of seven persons, each (after the first appointment) for a period of seven years.

Question 6. *Why should the governor appoint the board?*

A. Appointment by the governor is the usual method, under proper restrictions, and has a three fold merit: It recognizes the executive head of the state as responsible to the people for the efficiency of every department of public service; it places responsibility where it can be located; it protects the board from party politics.

*Will you not help the teachers secure this much needed educational reform? If you will, write your senator and representative asking them to submit this amendment and give the people a chance to correct this weak place in our present State Constitution.*





## Department of Child Hygiene and School and Home Sanitation

Conducted by the  
Missouri Tuberculosis Association  
W. McN. Miller, M. D., Editor



### PROPOSED LEGISLATION FOR PHYSICAL EDUCATION IN MISSOURI

For wider information and to give opportunity for making suggestions, this department of the SCHOOL AND COMMUNITY submits to its readers the early and preliminary draft of the proposed physical education bill which has been prepared by a committee of the educational conference called by Governor Hyde and held at the Capitol, Jefferson City, January 6th and 7th, 1921.

The work of this committee deserves unreserved approval and the committee itself our commendation for having drawn a bill on broad and liberal lines which is extensile in the application of its provisions to the rapidly growing and developing demand for thorough-going health, education and physical training of the school children of the State.

Whatever may be said of the principles and methods of education, all must concede that for permanently fruitful results, principles and methods must rest upon the physical integrity and the well-being of the child. Only upon such foundation of physical well-being, may we hope to erect and maintain a mental and moral superstructure that everlastingly will serve the needs of the individual himself, his family and local community, and the State and Nation.

It will be observed by the reader that in this bill no permanent restrictions are imposed, such as has been imposed in the

past upon public education in Missouri by its antiquated state constitution. The State Department of Education and the institutions and schools of the State upon which rests the responsibility of preparing teachers for service to the State will not be hampered in their service.

The committee appointed to draft the bill still awaits further information as to the provisions of the federal bill which now is before Congress, providing for federal aid and for interstate and federal co-operation in a nation-wide system of physical education. When this information is wholly in hand, the final draft of the bill will be drawn and submitted to the Legislature for passage, by the committee appointed by the Governor at the Educational conference, Revisions and amendments to the bill to conform to suggestions made by school officers and teachers may be made in the committees of the Senate and the House. Communications of this nature should be addressed to Geo. W. Reavis, Department of Education, Jefferson City, Mo.

The preliminary draft of the bill follows:

Be it enacted by the General Assembly of the State of Missouri as follows:

Section 1. To promote the proper physical development of boys and girls in our public schools to correct physical defects and to secure proper health habits and scientific sanitation in the schools, the State Superintendent of Public Schools is hereby authorized and directed: (1) To adopt and promulgate such rules and regulations as he may deem necessary to secure courses in physical

education in all public schools and in all educational institutions supported in whole or in part by the State; (2) to compile and print a manual of physical education to be distributed to the teachers of the State; and (3) to appoint a State Director of Physical Education who shall, under the direction of the State Superintendent of Public Schools, see that all rules and regulations relating to physical education, health habits, school sanitation, and athletics are carried out.

Section 2. All teacher-training institutions shall provide courses in physical education for the proper preparation of teachers to carry out the state rules and regulations relating to physical education, health and sanitation and athletics. The five State Teachers' Colleges and Lincoln Institute shall each employ a physical director who shall co-operate with the state director in promoting physical education generally, and in proper control of competitive athletics in both elementary and secondary schools.

Section 3. After September 1, 1922, no certificate to teach in the public schools shall be issued to one who has not made satisfactory preparation to give instruction in personal and school hygiene, sanitation and health and to direct proper physical exercises in the

grades she teaches, and physical education shall be a subject required for all teachers' certificates on the same basis as other required subjects.

Section 4. County, city and town school boards employing thirty or more teachers shall employ a supervisor of physical education for the schools under their jurisdiction, who shall, under the direction of the county, city or town superintendent of schools, respectively, keep records of health and physical tests of school children, supervise the teaching of all subjects related to physical education, direct the supervised play and gymnastics in the schools and control school athletics. The provisions shall apply alike to schools for white children and for colored children.

Section 5. After September 1, 1922, no high school shall be approved for classification and no system of elementary schools shall be classed as standard or superior unless satisfactory provisions has been made for instruction in personal and school hygiene, sanitation and health, for proper physical training of all children and for proper control of competitive school athletics.

Section 6. All acts or parts of acts in conflict with this act are hereby repealed.

## The Governor's Conference

The conference called by Governor Hyde accomplished much in the opinion of those attending it and having it in charge. Some of the results are summarized by Professor Geo. Crissman, to whose genius, untiring work and sense of fairness in organizing and managing the conference, the teachers of Missouri and the people owe much of their gratitude.

### Mr. Crissman's Summary—

1. Educational needs expressed and co-operation offered by approximately 200 (143 enrolled the first day) of leading citizens of state representing 37 groups of society, most of whom were official representatives of their respective groups.

2. Counsel received from 142 of the leading educators of the state.

3. More vital and effective connection established with the most influential civic organizations of the state and a better understanding by them of the educational needs of the state.

4. Strong appeals made to the Legislature.

a. By Dr. Claxton's powerful addresses before it.

b. By Hon. George E. Hackman's clear cut and authoritative statement on the question of state revenues and full valuation of property.

c. By holding one session of the conference in the presence of the Legislature.

5. An educational program evolved that all parties can and do enthusiastically support.

6. The appointment of a large committee of school patrons and tax payers consisting of some of the ablest men and women of the state, who will co-operate with the State Department of Education and State Teachers' Association in working for the enactment of a worth-while educational program.

#### **The Governor's Address—**

Not having a complete stenographic report of Governor Hyde's address in opening the conference several of his statements are given, being noteworthy as indicating his thoughtful interest in the school of the State. He said, "The improvement of Missouri's schools is not a city problem or a country problem. It is a State problem. The menace of ignorance is a menace to the State." When this point is seen clearly it will have much to do toward expanding what is now called local pride and making it less local. It is now so highly "localized" as to better deserve the name "narrow selfishness." It was local pride, then called "family pride" that raised objections a few generations ago to our public school system.

Relative to Missouri's rank educationally he said, "Any rank below first is not a cause for gratification." This is the gist of the whole matter. There is no question to be disputed here. No room for a quarrel between the educational christian scientist who cries "All's Well!" no matter what happens to our schools, and the educational surgeon who would amputate the abdomen of our school system if it develops a touch of colic.

He said he would not minimize the importance of Universities and Colleges but, "the mass is what we are interested in." In an army it is the advance of the mass and not that of the leaders that counts. More gain is made when the rank and file of an army of 10,000 moves one yard than when its leaders move forward 10,000 yards."

He further said, "Everything waits on education." To illustrate this he pointed out how all the modern electrical development had waited on a Franklin with education to envestigate and apply this great force of nature to the needs of man. He drew the inference that much of our state's development is waiting for the education of the masses to the discovery and use of our great natural resources.

His whole attitude and all his utterances point to an era of educational development in Missouri such as she has not before seen.

#### **Commissioner Claxton at His Best—**

Those who had had the opportunity to hear Commissioner Claxton, of the National Bureau of Education, many times, and who heard him here, say that he was never in finer fettle. The occasion seemed to inspire him. Never did advocate plead more logically, more forcefully or more eloquently for the education of "all the children of all the people." Missouri statistics were at his tongue's end. He dealt not in glittering generalities but piled fact on fact, reason on reason, conclusion and conclusion until the doubter was convinced, the disheartened took courage and the timid felt that they could put ten thousand to flight in a battle against the enemies of "Equality in Educational Opportunity."

#### **Others Added Zest and Enthusiasm to the Conference—**

Mrs. George Gellhorn, Judge James, Mr. Gray and many others delivered addresses or presided or worked on committees, rendering important and noteworthy service to the Conference. State Superintendent Baker, in his characteristic way, pointed out the need for legislative measures. His program is well known to the teachers of Missouri. Uel W. Lamkin, Director of the Federal Vocational Board, with offices at Washington, D. C., was present and delivered an appreciated address.

Below are given detailed reports of the Conference as expressed through the smaller groups that considered in detail various phases of the legislative program, which reports were discussed and approved by the general conference:

### THE COUNTY UNIT BILL

Two drafts of the County Unit Bill were discussed in a three hour session in the Assembly Room this morning. Superintendents, patrons and school board members participated in the discussion. Both drafts of the bill were considered. The first section was read and discussed by the speakers scheduled on the program. The question of the advisability of including town and city school systems of not more than 2,500, was considered and a general discussion followed. While no definite conclusion was reached, it was the consensus of opinion that such town schools be included in the county organization.

Other sections of the bill were then discussed by the speakers scheduled and by other members of the section. A motion was made and unanimously adopted as follows:

It is the sense of the meeting that we express our confidence in the Legislative Committee of the State Association in the State Department of Education and in any other committee that this Conference may appoint, and that they be entrusted with the handling of the bill. A motion to the effect that the Committee to be appointed by the Conference be instructed to provide in the bill for reasonable compensation for members of the county boards was lost by a vote of 17 for an 27 against.

(signed) T. E. SPENCER, Chairman.

A motion was made and unanimously adopted that the following persons be appointed by the conference to constitute a committee to report to the governor the sentiment of this conference:

Supt. S. A. Baker, C. H. McClure, G. R.

Crissman, Miss Elizabeth Buchanan, Miss T. C. Gecks, Miss Lydia Montgomery, A. L. Threlkeld, Miss Elizabeth White, Mrs. Geo. Gellhorn, Mrs. W. W. Martin, Judge W. R. James, Mrs. Phillip Elliott, C. O. Raine and Chester Gray.

LATER—A committee consisting of Supt. S. A. Baker, J. D. Elliff, representing the M. S. T. A. and Geo. R. Crissman, representing the Conference, met and drafted a county unit bill embodying some features of both previous bills.

### TEACHERS' SALARIES BILL SECTION

Mrs. C. W. Greene, patron, Columbia, Mo., president.

Dean C. A. Phillips, Teachers College, Warrensburg, lead the discussion of the bill.

After general discusison, Mr. Phillips moved that the last clause in section 3 of the Salaries Bill read as follows:

"No teacher of Class D at a salary of less than \$600 per year, nor more than \$700 per year." Motion carried. Mr. Phillips also moved that a proviso be written in Section 4 that the yearly increment in salary provided for in this section not apply to Class D teachers mentioned in Section 3. Motion prevailed.

Discussion as to the advisability of specifying the number of months schools should be taught instead of saying "a year," and also of paying an inexperienced teacher \$1200, was lead by Mr. C. S. Bankhard of Joplin. He favored the first proposition and objected to the latter. The committee voted down the eight months school suggestion, but no action was taken on the salary proposition he advocated.

Minutes read and approved.

(signed) ELIZABETH BUCHANAN  
Secretary.

The minimum salary schedule as proposed by this committee and adopted by the Conference to be recommended to the legislature is as follows:

(Continued on page 81)

## The National Union of Teachers of England

By C. H. WILLIAMS

Through an oversight in making up the pages of the January number of the *School and Community* a part of Professor Williams' article on the National Union of Teachers of England was omitted. Strangely enough this accidental omission did not interfere with the sense or continuity of the article. The remaining part is here printed with apologies that are due the author and the readers.—Editor.

The most important feature of the organization of the National Union of Teachers of England consists in the Locals. These are almost the exact counterpart of the Locals of our Missouri State Association. The teachers of each Local have their own officers, receive a portion of the fees, and have a voice in determining the policies of the central organization. Most of the locals are affiliated together in larger units called county organizations, although this is not universal. The business of the national organization is conducted by representatives from the Locals which meet once a year at Easter. More than two thousand delegates were present at the last meeting. During the time between the annual meetings, the business is conducted by an executive committee consisting of thirty-three members elected annually. This executive committee meets twice a month and is assisted by a corps of officers known as the general secretary and the assistant secretaries. A large and handsome building in north central London, owned by the organization, serves as headquarters.

The dues paid by the teachers of England and Wales is considerably larger than that paid to our state association. An annual dues of twenty-one shillings—not quite four dollars at the present time—is paid to the central organization by every teacher. In addition there are other fees to be paid to the local association and certain special fees collected for special objects. The total amount is not less than five dollars a year. The funds have been wisely administered in the past so that at the present time, due in part to a saving

of funds each year and in part to donations, there is available a reserve fund of more than five millions of dollars which can be used for a variety of purposes, including the pensioning of deserving teachers, the employment of legal talent to assist teachers, and the payment of full salaries to teachers called off from their work by the central organization in case of unjust treatment by school boards, or committees, as they are generally called.

Previous to the passage by Parliament of the splendid pension law of 1918, a large proportion of the money expended each year by the National Union went to the payment of pensions to teachers no longer able to continue their work on account of age or other disability. Some money is still expended in this way. Also the Union employs a corps of lawyers of the most eminent ability and in addition retains throughout England for special occasions the services of solicitors to the number of about four hundred. Free legal advice is thus offered to any teacher in need of it. Any member prosecuted for alleged offenses committed in pursuance of his school duties is entitled to defense by a trained lawyer free of charge. Moreover, in a number of cases where teachers have been unjustly treated by boards or committees and where the case was both clear and flagrant, the central organization has called off the teachers from their work and has paid the full salaries of such teachers for any length of time necessary, up to two years. Other teachers belonging to the national organization will not accept these positions and in practically every



case the local boards have been forced to do justice in the matter concerned. This means has been used by the teachers only as a last resort.

Another object which the National Union has sought to obtain throughout England is recognition of teachers by membership upon school boards or committees. A strong stand has been made in this matter with the result that at the present time in several hundred cities or towns, the teachers have been granted a member upon the local board. This member possesses in practically every respect the same powers as other members of the board and represents most effectively the interests of the teachers.

During recent years the national organization has centered its main attention upon the matter of securing needed legislation by Parliament. So effectively has it worked in this connection that at the present time no bill of importance, affecting education, is passed in Parliament without consultation having been held with the rep-

resentatives of the teachers. At the time I was in London, a series of conferences were in progress between the general secretary and the executive committee of the teachers on the one hand and the minister of education and representatives of Parliament on the other with the view of making needed changes in school legislation. The present general secretary was for twenty-three years a member of Parliament and is very influential in legislative matters. Moreover, so effectively have the teachers worked in politics, that several members of Parliament at the present time were elected largely through their influence and devote the greater share of their attention to the passage of progressive educational measures. Practically everywhere in England and Wales, the teachers seek pre-election pledges from candidates for Parliament upon educational matters, supporting those who are favorable to progressive legislation and opposing those who fail to show themselves sympathetic to the teachers' programs.

## Some Factors of Missouri's Climate

### The Climate in General

The climate of Missouri is so variable that a person who has lived in the state only one twelve-month can not make a true estimate of what might be expected during the next twelve-month. What is true of the year also is true of the seasons; the experience of one summer, or of one winter, will not give a correct idea of general summer, or of general winter conditions. Likewise, the experience of any one month, as June, will not give the correct idea of Missouri June-weather. In fact, no one year in Missouri correctly can be called a model climate year, no one month is modal.

Some winters in Missouri begin early in

December and continue until late in March and have much cold, disagreeable weather; some winters are dry and mild with only a few days of cold weather. Some springs are cold and wet, others are warm and dry. Some summers are rainy, others approach drouth conditions with several days of above one hundred degrees temperature, and with occasional hot winds. Some autumns are rainy and disagreeable, others bring fine days for several weeks, the "Indian Summer" of Missouri.

About all that one can be sure of in regard to Missouri's climate is that there will be four seasons, spring, summer, fall, and winter, and that they will differ from

each other chiefly in temperature. One knows that as spring approaches the days get warm gradually, and that summer will bring two or three months of warm weather; that as autumn approaches the days will get cooler, and that winter will bring some snow and cold weather; but other than temperature differences there is no certainty about the type of weather any one season will bring.

#### **Temperatures and Temperature Factors**

Temperature averages for Missouri are: annual  $54.7^{\circ}$ , winter  $30^{\circ}$ , summer  $76^{\circ}$ ; but average temperatures are of general significance only, and give no true notion of temperature ranges. Temperatures in Missouri have a wide range. The lowest temperature on record is  $-34^{\circ}$ ; and the highest is  $113^{\circ}$ , or a total range of  $147^{\circ}$ . But these extremes are exceptional. As a general rule the range between summer and winter is about  $50^{\circ}$ .

The chief factor of temperature is latitude, for latitude position determines the angle at which the sun's rays strike a surface in general, and also determines the length of sunshine hours. The parallel of  $38^{\circ} 30'$  north latitude passes across Missouri very near the center of the state. This position allows the rays of the summer sun at mid-day to strike the surface of Missouri at a high angle. For June the angle of the noonday sun above the horizon is  $90^{\circ} - L + 23.5^{\circ}$ , where  $L$  represents the latitude of the place. This gives an angle of  $75^{\circ}$  for the noon sun. The day's length at this time in Missouri is about fifteen hours. These two factors—high sun angle and length of sunshine hours—give to Missouri an insolation of about one and one-tenth units per day during the summer months<sup>1</sup>.

1. The unit of insolation is the amount of heat received by a unit surface in one day at the equator on March 21, when the sun is vertical at noon. The amount of insolation is computed by the formula " $H$  equals  $Ca$ ," where  $H$  is heat,  $C$  is the solar constant,  $a$  equals per cent of heat transmitted by the atmosphere, and  $1$  is the thickness of the atmosphere.

As Missouri receives about one and one-tenth units of insolation per day it is evident that more heat is received by a given area in Missouri during the summer than is received by a similar area at the equator.

A second factor of general high temperatures in Missouri during the summer is the cyclonic storms. These storms are areas of low barometric pressure with spirally in-flowing winds which turn counter-clockwise in the northern hemisphere and clockwise in the southern hemisphere. In general they move from some westerly to some easterly quarter with a velocity in summer of about twenty-five miles an hour. A well developed cyclone covers an area equal to about one-third of the area of the United States. The usual path of the cyclones across the continent of North America is not far from the northern boundary of the United States. A cyclone which passes northward of Missouri causes great quantities of air from the western and south western plains to pass across the state. When the eastward movement of the storm is retarded, several days of exceptionally warm weather are apt to result and extremely high temperatures may be experienced.

As winter approaches the days grow shorter and the sun moves farther and farther south until in December it has reached its southernmost position, twenty-three and one-half degrees south of the equator. At this time the rays of the noonday sun reach Missouri at a low angle—an angle of about twenty-eight degrees. The low angle of the sun together with the shortened day, which is only a little more than nine hours, allows not more than thirty-five hundredths units of insolation to reach Missouri per day compared with the one and one-tenth units per day during the summer time. The small amount of insolation received is due to latitude position and is one cause for



general cold weather in Missouri during the winter season.

A second cause of general low temperatures during the winter is the anti-cyclone, or high pressure area. The anti-cyclones are comparable in size and movement to cyclones, but are spirally outflowing winds which turn clockwise in the northern hemisphere and counter-clockwise in the southern. The wind velocity in the anti-cyclones usually is moderate, and frequently a calm prevails. When anti-cyclones pass north of Missouri the spirally out-flowing winds bring cooler weather, and if the passage of the storm is prolonged cool weather may continue for several days.

Changing weather during the spring and autumn seasons is due to the position of the sun and to the frequent variations in the character of the cyclones and anti-cyclones. At times these storms are of the summer type, at other times they are of the winter type. The chief difference between the summer and winter types of cyclones is in the cloud area. In winter there is a large and continuous nimbus cloud area in the southeastern quadrant and precipitation may fall steadily. In summer the nimbus cloud area is lacking and in its place are cirrus, cirro-stratus, and cirro-cumulus clouds which give local convection currents and thunder storms.

#### **Rainfall and Rainfall Factors—**

The annual rainfall of Missouri is about forty inches and is distributed as follows:

January	2.3	July	3.5
February	2.0	August	3.7
March	2.9	September	4.4
April	3.9	October	2.2
May	4.6	November	2.1
June	4.6	December	1.7

This distribution gives approximately half of the total rainfall during the months of April, May, June, July, and August. Whether Missouri gets rainfall or not entirely depends upon the passage

of the high and low pressure areas, and the amount and character depend upon the type of pressure area—whether winter or summer type. Spring rainfall comes as general statewide rains of one to three inches and in showers which are, as a rule, not general. The general rains occur on an average of about three times during each of the months of April, May, and June and give a total precipitation of about thirteen inches. The showers add another inch. During the months of July and August general rains are not common, but the showers which vary in amount from one-tenth to two inches bring a total precipitation of about six or seven inches. The showers are not of long duration, nor do they cover areas larger than two or three counties, many showers cover much smaller areas. The showers are due to convection currents in the southern and southeastern parts of a low pressure area.

Rainfall during the winter is light, the total amount averages about seven inches. As a rule winter precipitation is statewide and occurs some two or three times during each winter month but a general winter rain is not as heavy as a general spring rain. Most of the winter rain comes in January and February, and is due to the winter type of cyclone.

Cyclonic storms which exert so important an influence upon the climate of Missouri are more frequent, more regular, and better developed in winter than in summer. The winter storms are aided by the general outward drift of air over the continent of North America, and the summer storms are retarded by the summer inward drift. The winter storms therefore are accelerated in their eastward movement and weather changes are apt to be rapid, frequent, and often of great extremes. The retardation of the summer storms is very likely to bring Missouri a season of drouth during which some days of ex-

ceedingly high temperature may be expected. When the hot spell is prolonged the western and central parts of the state may experience several days of "hot winds." The hot winds come from the south and

southwest, are very dry, and frequently cause severe damage to corn and grass crops.

SAM T. BRATTON,  
University of Missouri, Jan., 1921.

## The Demands of the Times Upon Our Schools

An address delivered by PROFESSOR WILLIAM H. KILPATRICK of Columbia University, New York City.

(Continued from the January number)

In the preceding part of this address Dr. Kilpatrick makes clear the following points: 1. Education must order itself in relation to the social group as a whole. The position to be combatted is that which looks on the school as being an instrument, which exists purely and mainly to prepare certain folks to get on well in the world. It must be made an instrument to effect a better civilization. 2. The momentousness of the present time in the world's history, the rapidity with which things happen, the large part played by book and thought, the widespread conscious thought that is being given to a study of society. The consequent demand that we bring up the rising generation able to cope with the situation. 3. The present time is marked from other times by its being a period of the application of tested thought to the problems of society. Coexistent with this characteristic are three tendencies: (a) To criticize our social institutions in the light of tested thought, (b) toward the aggregation of men in ever growing units and the integration of men in more numerous relationships, (c) toward democracy. 4. These tendencies have received strength and impetus from the application of tested thought and lead to two conclusions especially significant to the teacher, viz: that authoritarianism in the affairs of men wanes and that the changes are inherent in the process of civilization and are all embrasive so far as human institutions are concerned.—Editor.

In view of all the foregoing what shall we say are the special demands made upon us who teach? What characteristics are especially needed to enable the rising generation to meet its problems and difficulties? Some things can be named at once.

Among the many changes that are to come some will come about apart from our special efforts to bring them, perhaps even in spite of efforts to prevent their coming, but others we can bring or not as we like and according to the fashion we choose. Change is inevitable, but progress is contingent. It is then exceedingly important that the rising generation believe in *orderly processes of capitalizing change* rather than in violent and catastrophic measures. The road to revolution if often traveled can but lead to the death of civilization.

If the world faces many and great and unknown changes it is impossible that we by taking thought can prepare our youth specifically to meet that unknown situation. We must prepare them to adapt themselves, when the time shall come, to that unknown and shifting world. We must then, as far as we can, make our young people *adaptable*, capable of easy and intelligent adjustment. It is methods of investigation they must be taught, not specific solutions. *That* they shall think and not *what* they shall think must be our aim.

Since there is no longer dependence to be placed upon merely authoritarian ethics inculcated by blind habit, we must seek an *intelligent moralization*. Moral habits? Yes, but moral principles besides. On no other basis can we expect our young peo-

ple to adjust themselves morally to that ever shifting world. If they do not have the "why" as well as the "what" of morals, they will not clearly recognize the moral demand in the changed aspect of affairs. To give them habituation only is to invite moral anarchy. This is indeed a great responsibility. The time once was when the school could say to the church, this matter of morals belongs to you, but that day for good or ill has passed. It is to the school that society must look and we can only meet our duty by building an intelligent moralization.

A fourth matter perhaps not quite so pressing as the preceding is the demand that none of our youth get only trade training. Trade training we need and it must be got somewhere, but our working people need something more. We must have artisans who understand the "why" of what they do. Else they cannot co-operate consciously in what they do, and, more to the immediate point, they will be unable to adjust themselves to the shifting demands of new processes. *Intelligent* our *workmen* must be, for their own sakes as well as for the sake of their work. But even more, our workmen of all classes and grades in common with all others—if there are to remain any who do not work—must be *intelligent citizens*. Anything else is dangerous to the welfare of society. *No mere trade training*. A more pernicious doctrine is not preached.

But the principles given in our analysis yield yet other guidance. Consider our international situation. The unending process of aggregation and integration has for us a very definite lesson. An inclusive integration is absolutely inevitable unless civilization is to fail. A round world was bound in time to return upon itself. As the seven petty kingdoms of England could not continue separate but must unite in time into one inclusive kingdom; as the clans of Scotland could not forever con-

tinue in mutual warfare but must unite to form one country; as in my own country the thirteen original states could not walk independent paths but must form first the confederation and then a union and finally make of this an indestructible union; so the same processes of integration are bringing the nations of the world together. Granted the continuance of the aggregation and integration, now steadily increasing, the time was bound to come when the multiplicity of mutual relationships would demand the joint intelligent solution of common problems. If nations are already so bound together that the assassination of one man in an obscure corner lights a fire that spreads over the whole world—if these things can happen, it would seem that the time has already come when some inclusive organization shall make such things impossible.

And what do these things mean for the teacher? They mean that we must build *world-mindedness* in our children, the ability to see the world of humanity and not merely the people of our one single nation. It means further a positive world patriotism, an unselfishness in dealing with the mutual affairs of our countries. I am not saying that we should no longer love our respective countries. Far from it. But I do mean to decry a selfish patriotism that lets the immediate and apparent good of country outweigh considerations of right and justice and good will to men. The patriotic rivalry I would advocate is a rivalry to excel in helping mankind, and not rivalry in the exploitation of backward nations. The worldmindedness we would build must see the practical and moral impossibility of an exclusive national sovereignty. It was on this rock that Prussia came so near wrecking the civilization of the world.

Such a conception of worldmindedness for my country, and possibly for yours, means a new history, a new geography, and

a new civics. It must be a history that unites and not one that separates. It must be a geography that teaches respect for other nations, that sees the whole world mutually interdependent. It must be a civics that brings home to the individual his duties and possibilities in relations to others, and the like duties and possibilities of his nation in relation to other nations. The task is great, the schools cannot do all, but we can at least do our part to make the spirit of human brotherhood permeate the work of instruction.

We may get light also on the domestic situation from our analysis. In matters industrial the tendency to aggregation has far outrun the spirit of democracy. So far our organization has considered only or mainly the money outcome; we have too often forgotten the element of humanity. These men who work in factories are not merely producers, money makers; they are also men of like passions as we. We have been prone to forget this, and have left democracy out of account in our industrial affairs. If our analysis is valid we may be sure that in some way, somehow, the spirit of democracy must enter also the industrial realm. We cannot say what specific form this will take—we do not know, possibly no one has as yet even conceived a suitable plan; but this we can rely upon: Unless the worker lives *in* his work as well as *from* his work we are going to have unrest forever. And this holds of all kinds of workers. We must live *in* our work as well as *from* our work.

What is then demanded of the school? That it build in its pupils *breadth of view* in social and economic matters, the un-

*selfish outlook*, a *sense of responsibility* for improving affairs, and such an ability to think as will keep our pupils grown to maturity from being the prey of demagogues. Regard for these things should permeate all our teaching. Each time any one of us faces a class it ought to be to lead our students to a firmer grip on such attitudes. The school must provide opportunities for cultivating breadth of view, the sense of responsibility, and the ability to weigh arguments in social and economic matters. Practice in these is necessary to build them firmly. The very manner of conducting the class will have no small part in the matter. The unselfish attitude will prove difficult to attain, but a sense of fair play in life's affairs can be built up at least within certain limits.

The school we have inherited has come down to us from a remote past when education was mainly designed to inculcate docility on the one hand and to impart bare knowledge or skills on the other. These things no longer satisfy. The duty of the school is now as large as is the life of the child who is to live in the democratic society of the future. It is our part to see that the ideals and attitudes necessary for that democratic life enter into the very innermost souls of our young people. In no other way can we meet the demand of the times upon our schools. In preparation for that unknown and changing future books and examinations are not sufficient. Ideals and attitudes are immensely more important. Among these, three especially stand out as worthy of our every endeavor: unselfishness, adaptability, responsibility.

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# Report of the Committee on Teachers' Salaries and Tenure of Office

## I. Statement of the Scope of the Work Undertaken by the Committee.

1. Soon after the appointment of the committee a questionnaire was formulated from which we secured important data concerning the salaries of rural and elementary teachers, and the certification of the same. This report has already been published by the Executive Committee. Therefore, it seems that no restatement of the findings on that questionnaire would be necessary. Moreover, at the same time the resolutions of the State Teachers Association were elaborated and interpreted in such a way as to give in a large measure the various types of positions and certification for rural and elementary schools.

2. The chairman of the Committee was invited to present the preliminary findings in the study to the City Superintendents at Jefferson City in February, 1920. A special feature of that report was the graphing of ten typical cities in Missouri and setting hypothetical standards for the year 1920-21 for superintendents, principals, high school teachers and grade teachers.

3. The chairman of the Committee made a careful study of the salaries of the professors in the five Teachers Colleges of the state, comparing the salaries of 1913-14 with the salaries for 1920-21, and at the same time proposed a schedule which should be approximated for the year 1921-22.

4. The secretary of the Committee had a study made of the salaries of professors in the State University. This study compares the salaries in our own institution with those of similar state universities, concluding with recommendations for a schedule for the current year.

5. Recently the chairman of the Committee sent out a duplicate questionnaire of the original one, returns on which have been tabulated and comparisons between the two questionnaires will be made later on in this report.

6. The salary schedules for St. Louis and Kansas City have been studied by the Committee and we are pleased to note that in a general way our recommendations have been met by the cities. A single illustration might be in point. For the year 1914-15 the minimum salary for each of the cities was \$600.00 for permanent appointment. For 1920-21 the minimum salary is \$1200.00 for permanent appointment. In both cities new salary schedules have been proposed, based on training, experience and efficiency. In the case of elementary schools it is possible to reach a maximum salary of \$2200.00.

## II. Some Comparisons and Results.

1. Certificates. We quote below the certification status from both questionnaires. The table below excludes St. Louis, Kansas City and St. Joseph.

	First Questionnaire	Second Questionnaire
a. County Special (issued to fill vacancies) .....	1,161	806
b. Third Grade .....	3,848	4,244
c. Second Grade .....	4,447	3,128
d. First Grade .....	1,977	2,350
e. Rural Certificates .....	208	247
f. Teacher Training Certificates .....	1,024	1,194
g. Regents Certificates .....	658	607
h. Sixty Hour Diplomas .....	981	1,087
i. Ninety Hour Diplomas .....	702	503
j. Teachers' College Degrees (A.B. or B.S.) .....	420	401
k. Life State Certificates .....	463	561
l. Five Year State Certificates .....	240	211
m. Three Year State Certificates .....	121	155
n. Special State Certificates .....	189	131
Totals .....	16,448	15,625

2. Salary Increases. From the first



questionnaire we discovered the median salary for rural school teachers to be between \$400.00 and \$499.00. From the recent questionnaire we discover that the median salary for rural teachers is between \$600.00 and \$699.00 or an approximate increase of 50%.

From the first questionnaire the median salary for elementary teachers is between \$500.00 and \$599.00 and from the recent questionnaire we find that the median salary is between \$600.00 and \$699.00—an increase of 33 1/3%.

One interesting fact should be noted in this connection, namely, that the rural school teachers have received larger increases, and that the median figure for the rural schools is about the same as for elementary teachers, the figure being somewhere between \$600.00 and \$699.00. If these two figures were averaged the increase for all elementary schools would be approximately 41%. This is in substantial agreement with the findings from a questionnaire from some four hundred summer school students in the summer session of the Central Missouri State Teachers College in the summer of 1920. This group made a very good random selection of the students enrolled in that institution. There it was found the percentage of increase for the year 1920-21 over the year 1919-20 was 42%.

3. A study of the salaries of the professors in the five Teachers' Colleges reveals the fact that there is about a 50% increase in the year 1920-21 over the year 1913-14. However, it should be noted that the increase in the various institutions is by no means uniform, one institution having made an increase of only 25% whereas another has made an increase of 76%. It should be noted, however, that between these two institutions there is a wide variation in salaries in the year 1913-14.

4. The study for the salaries of the professors in the State University reveals

the fact that on the whole the increase has not been more than 20%.

Recent figures from the ten towns in which the hypothetical salary was proposed at the Jefferson City meeting are now available. These figures do not indicate that the hypothetical standards have been at all realized.

### III. Proposed Schedules.

It is the contention of the Committee that proposed schedules for 1921-22 must be very much higher than at present. There have been slight decreases in the cost of living, but as a matter of fact index figures still indicate over one hundred per cent increase in the cost of living over 1914-15, and it does not seem possible that the cost of living will materially decrease very soon. In fact, practically all evidence and all authorities have agreed that we have moved up to a level very different from that existing prior to the war. Best authorities agree that we will never return to pre-war levels, and that possibly a hundred per cent increase is the standard to be expected. This statement applies to the situation involving all sorts of teaching positions; rural schools, elementary schools, high schools, the state teachers' colleges and the university. In no one of these situation have we even approximated justice in the matter of increases.

### IV. Supply of Teachers.

There is no indication that the supply of trained teachers is soon to catch up with the demand. Within a few days the officials of the N. E. A. have reported that we are more than 100,000 short of the desirable standards. By "desirable standards" is meant those standards which formerly prevailed. Recently the Chairman of the Committee wrote the Commissioner of Education asking for information concerning the enrollment in teacher-training institutions for the present year. He reported that there are now enrolled in 207

teacher-training institutions in the country 51,949 students, which is an increase of 9.3 per cent over last year. However, about twenty-five of these are county training schools located in Michigan and Wisconsin. These institutions show an increase of about 20%. There are only about 230 normal schools in the country. We have here the figures from nearly two hundred of them. In 1914-15 these same institutions enrolled 95,000 prospective teachers. At the present time we have enrolled in them slightly more than one-half of that number. When we consider the direct need of 100,000 teachers and the meager supply to make up that number the situation is nothing short of a tragedy.

#### V. Tentative Standards in Salaries for the year 1920-21.

The conditions are such in Missouri that is almost impossible to lay down a principle on which to make a just salary schedule. The committee proposes the following for the year 1920-22:

\$800.00 for high school graduates with professional training.

1200.00 for two years of college work with the professional training.

1500.00 for college graduates with professional training.

Any scientific salary schedule would include annual increments for a period of

years. These annual increments, of course, should be based on increased efficiency and added preparation. A minimum of \$100.00 per year for the first five years would not be unreasonable. To those people who have not studied the problem this may seem unreasonable, but when we consider the fact that all the proposed conditions might be met and teachers would still receive not much more than half the salary of other types of workers, it is at once apparent that the proposed schedules are not unreasonable. Of course, these schedules have nothing to do with the large cities. Undoubtedly the scale proposed by the Committee which follows closely that known as the N. E. A. or Evenden schedule is the permanent scale to which we should look.

#### VI. Tenure.

The Committee has not been able to formulate any general principle about tenure. Undoubtedly it is good policy for efficient workers to be retained during a period of years without contracting each year. However, Missouri law is such that a permanent contract could not be granted even with the consent of the Board. It is the opinion of the Committee that there is not much hope for permanent tenure until schools go on a twelve months' basis. When this is done a permanent contract, or at least contract for a series of years may be feasible.

## Practical Lessons in Thrift

By Savings Division of Eighth and Tenth Federal Reserve Districts.

Note. These lessons are prepared by the educational department of the Savings Divisions of the 8th and 10th Federal Reserve Districts. Correspondence is invited and should be addressed to C. A. Middough, Savings Division, Federal Reserve Bank, Kansas City, Missouri, by those in the 10th District, and to D. W. Clayton, Savings Division, 415 Locust Street, St. Louis, Missouri, by those working in the 8th District.

### Lesson XXI

Week of February 7th.

#### INVESTMENT (Continued)

AIM: To study the thrift involved in Life Insurance.

Procedure.

I. Life Insurance while not an investment

is considered as a means of saving and as a way to provide for protection of dependent ones.

II. Need of protection. Three men out of one hundred leave an estate of \$10,000 or more; fifteen leave an estate of \$2,000 to \$10,000; eighty-two out of every one hun-



dred leave no income producing estate. The result: Eighteen widows out of one hundred are in comfortable circumstances; forty-seven are compelled to work and often lack comfort, and thirty-five are in absolute want and must depend upon charity or relatives for support.

### III. The forms of Insurance.

(1) Term Insurance—Insurance for a specified number of years.

(2) Ordinary Life Insurance.

(3) Twenty Pay Life Insurance.

(4) Endowment.

IV. Warning: One should not burden himself with insurance; that is, should not carry more than he can comfortably pay for.

Conclusion. Insurance relieves worry over future of dependents; allows one to concentrate on his work, and it is the obvious duty of every individual to provide for those dependent upon him.

### Lesson No. XXII

Week of February 14th

#### INVESTMENT (Continued)

AIM: To study good roads as an investment.

Procedure.

I. Good roads make farm lands more valuable.

(1) They are really the equivalent of moving the farms nearer towns or cities; and land near towns or cities is more valuable than that far away.

(2) If a farmer puts \$500 into good roads and the value of his farm is thereby increased \$1000, he has made a good investment.

II. Good roads make farming more profitable.

(1) A farmer can haul his crops and stock to market in much less time and with much less expense over good roads than over bad roads.

(2) He can use a car for light marketing or for running to town for repairs and save his horses. He can also use trucks on good roads for heavy hauling.

(3) Good roads save horses, harness and wagons.

III. Good roads enable farmers to get mail daily.

IV. They make better schools possible by making attendance better. They also enable school districts to consolidate, and it was shown in lesson 20 that education is an investment.

V. People in cities are profited by investing

in good roads because their prosperity depends upon the trade of the country and they prosper as the country prospers.

VI. Money spent for good roads is an investment from the standpoint of pleasure and satisfaction.

Conclusion. Money used in making good roads makes farm land more valuable, makes farming more profitable, makes better schools, gives cities and towns more trade, brings pleasure and satisfaction, and is clearly a good investment.

### Lesson XXIII

Week of February 21st.

#### INVESTMENT (Continued)

AIM: To study some practical forms of investment.

Procedure.

I. The Christmas Savings Club. Many banks now conduct Christmas Savings Clubs. The plan is to accumulate money during the year for Christmas expenses. A reasonable rate of interest should be paid for this money so that the money automatically grows and Christmas expense is provided for.

II. Savings Banks. Most banks now encourage thrift through the means of the savings department. This department will accept deposits of small amounts and will pay from 3% to 4% interest compounded semi-annually on these accounts. The features of the plan are: First, young people early get in touch with bankers and business men; Second, they find it less easy to withdraw funds than upon a checking account; Third, it appeals to their pride and gives them self-reliance; Fourth, it is good business training.

III. Building and Loan Associations. Many communities have well established building and loan associations. Stock in these associations yields a fair rate of interest and is usually safe. (Have pupils get the details of the plan from the local secretary).

IV. Mortgages. When one has enough money he can find an attractive investment in mortgages. Mortgages are of two kinds: Chattel mortgages and mortgages on real estate. The real estate mortgages, if properly secured, are the more desirable in that land values do not materially depreciate. (Discuss mortgages from the standpoint of the man who loans and the man who borrows.)

V. Land Investments. Investments in real estate are often good. They require, however, a knowledge of land and of economic conditions.

Conclusion: Safety, reasonable rate of interest and ability to dispose of without sacrifice are desirable characteristics of an investment.

#### Lesson XXIV

Week of February 28th

#### INVESTMENT (Continued)

AIM: To study investment in Government Securities.

#### I. Government Bonds.

(1) They are promissory notes of the United States secured by the wealth of the Nation.

(2) They pay good interest considering the security.

(3) They are issued in small denominations so that people with small amounts may invest.

(4) They are non-taxable.

#### II. Treasury Certificates.

(1) Issued in \$25, \$100 and \$1000 denominations. Bear interest at the rate of four

per cent compounded quarterly.

(2) A feature about this investment is that it does not depreciated in value. It always is worth more than is paid for it.

#### III. The Savings and Thrift Stamps.

(1) \$5.00 Savings Stamps are issued on the same basis as the Treasury Certificates. The price in January is \$4.12. The price and redemption value increases at the rate of 1 cent a month to \$4.23 in December, 1921.

(2) \$1.00 Thrift Stamp. This is a new issue. It does not bear interest but may be affixed to a Savings Card and exchanged with the small payment for a \$25 Treasury Certificate or may be applied on the purchase of a Savings Stamp.

(3) The 25 cents Thrift Stamp does not bear interest. Is a means of saving the purchase price of a Savings Stamp.

Conclusion. Government securities are the safest investment in the world. They pay a good rate of interest considering their security. They are in denominations to suit every class of investor—from 25 cents up to any amount. In case of emergency bonds may be sold or certificates and stamps may be cashed.

## President Threlkeld Writes to the Chairmen of the Community Associations

Believes That They Should Serve Their Communities

The following letter was sent out under date of January 8 to all Community Association chairmen of the state by President A. L. Threlkeld:

"I do not want to insinuate by this letter that I am of the opinion that your Community Teachers' Association is not alive. I simply want to express my feeling concerning a policy with respect to the Missouri State Teachers' Association which I think will have to be carried out if our organization is to be effective. That policy is this: Every Community Teachers' Association will have to adopt some sort of a program of its own which will keep it in action during the year. If only an organization meeting is held and then

nothing more is done during the year, you can see at once that such a Community Association will be of little help in the face of the wonderful opportunity which we now have under our new plan of organization.

"Under our new Constitution it seems evident to me that the vital thing is the Community Association. Under the old plan which depended upon a mass meeting for the transaction of its business this was not true. But under this plan if the Community Association does not function as such there will inevitably be a reaction working toward the old way.

"If a Community Association goes further than having merely an organization

meeting and actually meets and discusses communications which come to it from the Executive Committee that will not be sufficient. In my opinion no Community Association can keep up interest in its organization if it meets only for these purposes.

"The Community Association must put emphasis upon that which interests the community. It must function as a local influence as well as in other matters. It must do its part in promoting all of the interests of the community in which it is located. Isn't your community trying to promote some project at this time? If so, isn't there something that your Community Association can do to help that movement along? If there is, do you agree with me that such action upon the part of your Association would establish it upon a much higher plane of esteem among your people than it can possibly reach in any other way? Would not such a policy convince your people that their teachers are broad in their vision and that the kind of service which those teachers are trying to give calls for reciprocity?

"Do you agree with me also in the statement that if the Community Association is taking active part in these community affairs it will be in the best of condition for responding to calls made upon it by the Executive Committee? Is it reasonable to suppose that a Community Association that meets only to consider external affairs will be up and doing in a way that makes it serviceable in statewide affairs? I am trying to proceed in my thinking under the principle that where there is action there is life, and that there will not be enough action to give life in the case of the Association that does not enter into local affairs.

"Of course it may be that there are some communities in which there is no particular community project being pro-

moted at this time. If that is the situation is it too much to expect of the Community Teachers' Association that it start something? Why cannot the Community Teachers' Association take the lead in certain matters as well as other organizations interested in the public good?

"I may be wrong about this, but I am sure that I am in earnest. I feel that the greatest era for education Missouri has ever known is about to begin of we who are charged with the responsibility of leading public thought are alive to the opportunity. But, getting back to the old idea, I feel that as a State Teachers' Association we can be successful only to the extent that the Community Association is a going concern with committees working all the time and meetings held frequently so that not only the teachers but the people of the community will know that there is in the locality such a thing as a Community Teachers' organization and that it is a wonderful asset to its public.

"I cannot go further at this time because I must limit the length of my letter. I should like to ask every chairman who agrees with me to send me word of anything his Community Association has done or is contemplating along the line discussed in this letter. I want to get out at frequent intervals a mimeographed digest of all these things and send it to every Community Teachers' Association in the State, but I cannot do this unless I hear quickly from the chairmen.

"Please let me know what you are doing or what your Community Teachers' Association is going to do that is of a local nature so that I can use the information for any suggestive value it may have to those who are not yet started.

With the best wishes for the progress of education in your community, I am,

Very truly yours,

A. L. THRELKELD.

## Missouri State Teachers' Association Serves Cuban School Through its Pupils' Reading Circle Department

The Pupils' Reading Circle does not confine its services to the schools of Missouri nor even the United States, nor yet to continental America, as is evidenced by the Cuban money order to Secretary E. M. Carter, a facsimile of which is printed below. While the major part of the business is, of course, confined to Missouri, the Association's promptness, courteousness and business ability has extended its usefulness to all parts of the world where

the English language is taught and where Missouri teachers find their work. Even better service will be rendered when publishing companies are again able to furnish books as ordered so that no orders will have to be delayed because of inability to get books.

The order from Cuba comes from a former Missourian, Milton C. Davis, who is now doing missionary and school work in that island.

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## How to Organize Local Historical Societies

C. H. McCLURE

Local historical societies should be organized in every community of Missouri this year. There are two reasons for such organizations either of which would justify them. First, this is the centennial of Missouri statehood and a celebration should be held in every community. While it is possible to celebrate Missouri Cen-

tennial without organizing a local historical society it would certainly be appropriate for such a society to direct a centennial celebration. Second, the interest that is aroused this year in Missouri history, county history, city or community history and family history should be made permanent. This can not be done without per-

manent organization.

Our family life, our community life, our institutional life of whatever type depends upon our family history, our community history and our institutional history. To understand these phases of our environment we must understand this history. These things touch us much more frequently than our National History. We cannot obtain such history from books. But it is just such history that is gathered, preserved and made available for use by a local historical society. Among social and professional organizations the most successful type are those that are affiliated from the smallest local unit to the State organization. In this type of organization the individual pays sufficient dues to the local organization to become a member of the local, county (if there be one) and state organization. Thus the individual and the local organization are attached to a permanent going concern that is not in danger of failing.

In the field of historical endeavor we are especially fortunate in Missouri in having a State Historical Society which is not only a going concern but one which has made a remarkable growth and now stands first in membership among state Historical Societies west of the Mississippi river. It now has a library of 10500 bound volumes of Missouri newspapers and 200,000 books and pamphlets. It publishes the Missouri Historical Review, a quarterly magazine which is sent free to each member of the society. The Review during the past year has contained about 800 pages of Missouri history. The library and property of the society is housed in a splendid fire proof building at Columbia, Missouri.

There are two methods of procedure that have proved successful in organizing local historical societies in Missouri. First, any one desiring to organize a local historical society in a community may call

together those interested. The group can decide upon the name of the society, such officers as are necessary, the amount of annual dues plus one dollar which each member should pay, and effect an organization by electing a President, Secretary-Treasurer and any other officers which the group may think necessary. Such committees as may be necessary in doing the work contemplated by the society may then be appointed. The dues are paid to the Secretary-Treasurer who sends a list of the names of the members with their post office address together with one dollar for each member to Floyd C. Shoemaker, Columbia, Missouri. The local society thus becomes directly affiliated with the State Society. The Missouri Historical Review becomes its official publication and each member receives the Review. Any group from three or four up may form such a local society.

After a number of such local societies are formed in a county, representatives of these societies may meet at some convenient point and organize a County Historical Society. All members of all local societies represented would then become members of the County Society. The function of the County Society is to direct and co-ordinate the work of the various local societies which is of historical interest to the county as a whole.

The second method begins with the county and proceeds to the local communities. It can be told best by describing the organization of Johnson county. A number of those interested in history in the various communities of the county were called together. The group decided to organize a Johnson County Historical Society. The annual dues were fixed at two dollars, fifty cents to remain in the treasury of the local societies which were contemplated, fifty cents to be sent to the treasurer of the county society and one dollar to pay the dues in the State Society.

The president was empowered to appoint an executive committee to consist of the officers of the Society and one committeeman in each community where a local society was planned. The officers then proceeded to organize local societies in the various communities of the counties where there was sufficient interest. The county society now has more than one hundred members.

Whichever method may be used it is important that every member of the local society become a member of the State Society and get the Review. This more than gives the member value received for

his dues and at the same time a permanent historical sense is created in the community.

Local Historical Societies not affiliated with a State Society have seldom been permanent and then only when endowed or supported by some wealthy individual.

In the case of the State Historical Society of Missouri, the General Assembly of the State supports the Society. Certainly teachers as well as all public spirited citizens should be active in organizing local historical societies and securing appropriate local centennial celebrations this year.

---

## State Director McCartney Plans Campaign for N. E. A. Enrollment

Supt. L. McCartney of Hannibal met with the executive committee of the State Teachers' Association in Jefferson City, January 6, and plans were set on foot to canvass the State for an increase in members of the National Education Association. This canvass will be carried on through the community associations in February and March. It will be conducted from the office of Secretary E. M. Carter in cooperation with Mr. McCartney, who is state director of the N. E. A. in Missouri.

The 1921 meeting of the National Association will be held in Des Moines, Iowa, July 3-8. This will give the teachers of Missouri an unusual opportunity to benefit by the inspiration coming from such a great meeting in our immediate part of the United States, and the representation from Missouri should be larger than it ever has been in any meeting of the National Association. We should reasonably expect 10,000 Missouri teachers to be present in Des Moines and receive the benefit that comes from that convention.

In order to accomplish this result and

secure the official representation that we will be entitled to have in the National Association, the drive for membership should result in a very great increase by advanced enrollment. The membership fee is \$2.00, and this will pay for the year 1920-21 including the Des Moines meeting. The Missouri State Teachers' Association will be entitled to official representation in the house of representatives of the National Association in proportion to the number of N. E. A. members who are on the roll of membership of the State Association. Each community association should endeavor in February and March to enroll 100% of the teachers in its own territory as members of the state and community associations. This is the first step in the drive. The second step is to secure as many of these members of the community association as possible for membership in the N. E. A. Enrollment blanks for this purpose will be furnished by Secretary J. W. Crabtree, National Education Association, 1201 16th Street, N. W., Washington, D. C. The officers of each community association should write immediately



to Secretary Crabtree for enrollment blanks and other printed matter. Remittances at the rate of \$2.00 per member should be sent direct to Secretary Crabtree at Washington.

All arguments that apply as reasons for joining the State Association, also have their counterpart in our relation to the National Association. It is no longer simply a great mass organization holding an unwieldy convention once a year. It is organized on a representative basis and has a great program of constructive work for the improvement of education in America running through a series of years.

This program is comprehensive and statesmanlike, and is essential to the welfare of our country. No teacher can justify herself or himself in remaining out of the National Association on the ground that membership in that body is not important individually or collectively.

Each community association should take immediate action as outlined above without waiting to hear from Secretary E. M. Carter or State Director L. McCartney. The membership campaign has already been pressed with success in some parts of the State, and what has been done there can be done elsewhere.

(Continued from page 64)

Sec. 2. Class A shall include all persons who are graduates of standard four-year colleges with at least 24 semester hours of professional training; Class B shall include all persons who have had at least two years of standard college or normal school work in advance of a four-year high school; provided, this training shall include at least 20 semester hours of professional training; Class C shall include all persons who are graduates of standard four-year high schools with courses including at least three high school units of professional training or have had in addition to the four-year high school course 15 semester hours of professional training; Class D shall include all persons whose preparation is lower than the requirements for Class C.

Sec. 3. From and after the passage and taking effect of this act, no board of education or board of directors of any school district in Missouri shall employ any teacher of Class A at a salary of less than \$1,500 per year; no teacher of Class B at a salary of less than \$1,200 per year; no teacher of Class C at a salary of less than \$800 per year; no teacher of Class D at a salary of less than \$600 per year, nor more than \$700.

Sec. 4. The salaries stated in section 3 are the minimum salaries for the first year of service in a given school district. It is further provided that each teacher whose work is good and satisfactory shall be entitled to annual increments in salary of at least \$50

per year. It is further provided that any teacher in any class who has given six years of continuous service to the same school district shall at the end of that six-year period receive a salary at least \$300 in advance of the salaries specified in section 3. Provided that this increment shall not apply to Class D teachers.

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## CONFERENCE ON SCHOOL REVENUES

Mrs. Philip S. Elliott, Chairman

This conference made the following recommendations which were adopted:

First, that for the purpose of meeting the critical situation confronting the public schools and of providing for their urgent immediate needs, the local taxing officials, the State Tax Commission and State Board of Equalization be requested to *enforce* the law providing for the assessment of property for taxation at its *true* value.

Second, that for the purpose of providing adequate *permanent* support for public education, constitutional provision be made for a state tax on property for the support of public schools and other state educational institutions.

Discussions were participated in by twenty-three persons, including four members of school boards, five members of

the Legislature, one member Chamber of Commerce, Kansas City, superintendents, teachers, women's clubs, etc.

The report of this committee was adopted with the additional recommendation that the legislature be asked to appropriate one-half the general revenue for the support of public schools instead of one-third as has been the customary practice.

## REPORT OF COMMITTEE ON CERTIFICATION AND STANDARDIZATION OF TEACHERS

The conference was composed of school board members, county superintendents, presidents of state teachers colleges, grade principals and teachers.

1. We recommend that after Sept. 1, 1922, all new applicants for certificates be required to have four years of high school work including professional training. Persons now holding certificates

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.....	.....	.....
.....	.....	.....
.....	.....	.....

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with less qualifications, shall conform to the requirements of Form B. section 10939, provided after Sept. 1, 1925 no certificate be issued except on the completion of four years high school work including professional training. The section referred to is as follows:

Section 10939—County superintendent to grant certificates—public examinations held when—grades and qualifications. The county superintendent of public schools shall have authority to examine teachers and grant certificates of qualification to teach in their respective counties or in the state. Three public examinations of two days each shall be held during the year on the first Friday and the succeeding Saturday in March, June and August, at such place or places in the county as the county superintendent of school may designate. Said examinations shall be conducted by said county superintendent of public schools or by some one duly authorized

(Continued on page 86)

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# Alaska

*Geography problem for grade class work.*

## I. Problems:

1. To learn how Alaska has been benefitted by belonging to the United States.
2. To learn how the United States has been benefitted by the purchase of Alaska.
3. To learn how Alaska may be further developed.

## II. Outline of subject matter for the solution of the problem. Developed entirely from THE WORLD BOOK. Pages indicated will furnish the necessary material.

1. Russia's situation since Alaska has belonged to the United States, pp. 5116-18.
2. Alaska under the United States, pp. 135, 141, 142, 143.
  - a. Education: public schools in incorporated towns, native school, pp. 141, 5395, 4245, 3188, 2127.
  - b. Missions and religion, p. 141.
  - c. Development of natural resources: coal, pp. 39, 143, 146; copper, pp. 139, 142; gold, pp. 139, 6405; forest, pp. 138, 5512; salmon, pp. 138, 141, 4584; seal, pp. 138, 5282; agricultural products, p. 139.
  - d. Introduction of reindeer, pp. 137, 4964.
  - e. Improvement of transportation, pp. 140, 144, 4604, 6405.
  - f. Other modern conveniences: Mail, pp. 141, 142; cable, telegraph, wireless, p. 140.
  - g. Prohibition, p. 141.
3. Further development, pp. 139, 6405.

## III. What has been learned through this problem alone:

### History:

They have learned the history of Alaska and its connection with the United States; terms of purchase; Alaskan Boundary Question, Seal Fisheries Law, Territorial Government.

### Arithmetic:

Arithmetic that will assist in solving the problem will be found on pp. 139, 140. A type of the arithmetic follows: In 1916 the output of copper advanced to \$28,000,000 over the usual output of \$3,000,000. What was the per cent of increase?

### Source of Material:

THE WORLD BOOK. See Alaska, reindeer, gold fields, etc. Maps. pp. 134, 136. Graph p. 138.

The Problem Project lesson given above is one of a number prepared by Miss Bruner in the Department of education, State Teachers' College, Maryville, Mo. The references are to the pages of THE WORLD BOOK. This outline is given as an example of how THE WORLD BOOK may be used in teaching any subject by the Problem method.

Anyone using THE WORLD BOOK may obtain other Problem plans from us. If you are not acquainted with THE WORLD BOOK write for descriptive circular and our monthly Bulletin.

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by him to conduct them. Certificates issued by said county superintendent of public schools shall be of three grades: Third grade shall be valid for one year in the county for which they are issued, second grade for two years, and first grade for three years in any county in the state in which the holder is employed to teach, when registered with the county superintendent of public schools of said county. (Here follows enumeration of branches required substantially the same as in the present law). Provided, that from and after September 1, 1922, all applicants for third grade certificates must present evidence of having completed two years' work in a classified or accredited high school, as defined in Section 10941, Session Acts, Missouri, 1911; that from and after September 1, 1924, all applicants for a third grade certificate must present evidence of having completed three years of high school work; that from and after September 1, 1925, all applicants for a third grade certificate must present evidence of having completed four years of high school work. Provided, that teachers holding a valid certificate at the time of the taking effect of this act and who have had five years' experience in teaching

shall be exempt from the high school requirement.

We further recommend that after Sept. 1, 1922, the distinction between first and second grade certificates shall be based upon a suitable combination of professional and academic training beyond a four year high school course. Provided these requirements shall not apply to first and second grade certificates, now in force, prior to their expiration.

2. We recommend that in addition to the above requirements, a suitable combination of academic and professional training be stipulated for the reissue of the grades of certificates above mentioned.

3. We recommend that the fee for examination be equally divided between the county superintendent's office and the State Department and recommend that if \$2.00 be necessary for defraying the expenses of grading the papers, that the fee be raised to \$4.00.

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## Items of Interest

The high school at Amoret has made great progress during the present school year. The school has been raised from a third class to the rank of a first class high school. In addition to the many other improvements that have been made, a gymnasium is being built near the present school building by the students under the supervision of the high school teachers. Mr. B. E. Parker is in charge of this school.

A newly consolidated district has lately been formed at Malta Bend, Missouri, with a valuation of approximately one million dollars. Mr. A. A. Quick, formerly of Schell City, Mo., is in charge of this school. Malta Bend has lately been advanced to the rank of a first class high school. All the teachers are well paid for their services. This school has the advantage of having a wide-

awake and progressive school board. They have spent approximately three thousand dollars for library books and other equipment during the present school year.

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### OBJECTS TO COUNTY UNIT BILL— DOES NOT WANT A CHANGE

Sir. I see you school techers is figurin on tarin up the country agin by what you call the county unit bill. if you fokes wood spend yore time keepin order and teachin the books we wood like it better instead of always figerin on some skeme to git more money. farmers wants there children to no how to spel and sifer an they cant do it no better than i can. you are always wantin to change something. i dont believe in no changes. ma nose that for she is always be-meanin me for not changing underclose

when they tuk the old rode that use to run round the fut of the hill an put in strate over the hill on the sexyun line i fit it for my old granpap had made the furst wagen track of that old rode and evry body noded where it was when the rale rode come up the crik botem i fit it for i had to drive crost to the other feald by the crossin instid of crossin where i dern plezed as i had always done. when a republicin nigger luvver frum iwa come and baught the old bill robin place an wanted to bild a new skul house with a stove in it i fit it cos i had went to skul in the old log house that the

nabers and granpap bilt with a big fireplace an i had to help cut logs fer the fire an this nigger luvvers kids wus no beterrn me if they did ware store close then here lately when the skul techer got to hollerin fer them library books i fit it fer when i went to skul i didnt have no book but a spellin buk an i saved it but my kids wus to hifalutin to use it then when the gals got big enuf to have fellers they wanted a new house with a parler to spark in an i fit it fer i sparked the old lady right along with her pa and maw and all the fambly cept when we went to a spelin mach or somthin and i think that is better than the new way but ma tuk sides with the girls and i got likked as useuel now you want to change things so that the yunguns can go to skul till they are grone and nerely all the time mine is all livin in town an doin fer them sels cept the oldist who is a old made an stas here to help her maw but i got nabers who needs there yunguns to wurk jist like mine done and i dont think you got any biznes stikkin your nose in our things where you aint got no biznes like other fokes has always bin a doin an makin us change things all the time

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A cartoon, with this editorial, tells, in the

striking manner of good cartoons, the whole story. The gates of progress in the walls of delay are opened on the path to the School of Opportunity for the war's disabled. The sides of the path are piled high with tangles of "red tape" which Mr. Lamkin has evidently just finished removing from it. Through the gate and toward the School of Opportunity crowds of "the maimed, the halt and the blind" soldiers are struggling. In the door of the School Mr. Lamkin stands, saying to the crowd, "Come on Boys! We've done the best we can for you."

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Aullville School, a two-room village school in Lafayette County, in charge of Mr. Walter T. Smith as principal, is one of the most unique of its kind. A visitor to this school will find on the main floor two of the most attractive school rooms he has ever seen. They are made attractive by the well-chosen color scheme, by their beautiful flowers and by the neatness and orderliness that everywhere prevails. But the most wonderful part of this school is to be found in the basement. Here one does not find the accustomed rubbish heap which too often serves as a fire-trap, but instead he finds a flower garden for the children to enjoy, a commodious playground that is the delight of the children during the winter season and a well equipped laboratory where the work in agriculture and physical geography are carried on.

Supt. B. F. Brown of Winston is rejoicing over the result of the vote on consolidation in his community. The proposition was to consolidate some outlying districts with that of Winston and the result was overwhelmingly in favor of both consolidation and transportation. Mr. Brown hopes to build

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up an excellent high school here. His successful experience at Jameson, Mo., in forming and developing one of the first consolidated schools in the state is helpful to him in his new field.

Salaries of Principals of High Schools in Missouri in 1919-20 were \$1194 on the average, according to a study made by Wm. T. Bawden of the United State Bureau of Education. This average gave to Missouri the low rank of 46th when compared with the salaries paid to high school principals in other states. Only Alabama and Kentucky ranked below Missouri. The lowest salary reported in Missouri was \$559, the highest was \$4,950 and the most frequent was \$1,042, there being about 25% of the principals receiving this sum. The median salary is also in this group. The state ranking first in the list is California with an average salary more than twice that of Missouri.

Mrs. Alberta Greene-Murphy who for the past several years has been superintendent of schools of Holt county has recently resigned that position to accept a place in Slidell, Louisiana. Mr. Norty Liley who has been in charge of the schools at Craig has been appointed by the Governor to fill the position.



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**COMMUNITY CIVICS**, and Rural Life, by Arthur W. Dunn, author of The Community and The Citizen; of the Rural Education Series edited by Harold W. Foght. The book, intended for the seventh and eighth grades of the elementary school or the first grades of the Junior high school develops in

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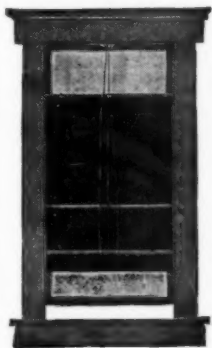
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EXTRA EDITION

*Legislative Number*

## The County Unit Bill

Why a Reorganization of the Rural  
Schools is Necessary

The Aim of the County Unit Bill

Its Essential Provisions

Objections Answered

FEBRUARY 5, 1921

## The County Unit Bill

### WHY A REORGANIZATION OF THE RURAL SCHOOLS IS NECESSARY

All fair minded persons will admit that the children in the rural districts are as justly entitled to a good common school and high school education as are the children in the cities and towns; that the children in one county should have the same educational opportunity as those in another county; that the children in one district in a county should have the same opportunity as the children in another district in the same county.

This conception of equal educational opportunity is the only possible conception of education in a democracy. We must guarantee to all an unfettered start and a fair chance in the race of life. Our place in the nation, the happiness of our people and the perpetuity of our free institutions all depend upon the opportunity for education provided in our schools. In our state we are a very long way from the realization of this ideal.

Our children do not have anything like equal educational opportunity; they have never had it and they never can have it until we completely reorganize our rural school system.

### A COMPARISON OF EDUCATIONAL OPPORTUNITY IN THE TOWNS AND RURAL DISTRICTS

A comparison of the town and city schools as a class with the rural schools as a class will show that in the year 1918 the rural child's opportunity measured in possible days attendance was just a little less than one-half that of the city child. The city child had the opportunity to attend school 173 days a year for twelve years, a total of 2076 days; the rural child could attend 128 days for eight years, a total of 1004 days. Is this equal educa-

tional opportunity? (69th Report)

This inequality of opportunity as measured in possible days attendance, is by no means the *only* inequality. The towns have very much better buildings, better equipment, better educated and more experienced teachers. Of all the teachers who are high school graduates the city has 75%. Of all those who have had no high school training the country has 78%. Of all normal school graduates the towns have 82%. Of all teachers having ten years experience or more the town has 80%. The country has 75% of all the beginning teachers.

It should be noted that these inequalities are not due to any great difference in wealth for if we omit the cities of St. Louis and Kansas City from the list, the assessed value per child is much the greater in the rural districts.

In the light of these facts it is easily understood why the average attendance is better in the towns, why the number completing the elementary school course is much larger. It is also possible to see a very good reason why thinking parents should want to leave the country and move to the town.

### A COMPARISON OF EDUCATIONAL OPPORTUNITY IN ONE COUNTY WITH THAT IN ANOTHER COUNTY

The assessed valuation per child in average daily attendance varies from \$7382 in St. Charles County, \$6690 in St. Louis County, \$5590 in Atchison County, \$5588 in Mercer County and \$5577 in Caldwell County to \$1630 in Dunklin County, \$1529 in Wayne County, \$1491 in Wright County and \$1455 in Butler County. Thus it will be seen that one county has only one-fifth the ability to educate its children as another county.



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### **A COMPARISON OF EDUCATIONAL OPPORTUNITY IN ONE DISTRICT WITH THAT IN OTHER DISTRICTS IN THE SAME COUNTY**

When districts within the counties are considered, the inequalities are even greater. In Pettis County one rural district has a valuation of \$7655 per child of school age in the district, while another rural district has only \$1018 per child. In Webster County, the wealthiest district, has \$2527 per child and the poorest has only \$478. In Reynolds County one district has \$2281 while another has only \$342, on the taxes from which to educate a child. Thus it will be seen that when districts within the counties are considered one district has ten times as much wealth per child as another in the same county, and considering districts within the state we see that a district in Reynolds County has a valuation per child which is less than one-twenty-third of that in a Pettis County district.

### **THE PRESENT SYSTEM A DISMAL FAILURE**

There are, of course, many good rural schools, but the system is a hopeless failure. It is wasteful and uneconomical in the extreme. No private business so poorly financed, so poorly organized and poorly administered could last a year. It has already been shown that in the matter of support the rural school violates the first fundamental principle of all just taxation—it fails to distribute the burden equally or fairly. This weakness is *inherent in the system* and must be eliminated if we are ever to approximate equal educational opportunity.

### **SOURCES OF WASTE AND INEFFICIENCY**

**1. Too Many Teachers.** We waste in teachers' salaries nearly a million dollars a year by employing more teachers than we need. In 1918-19 we had 1012 teachers with an average attendance of less than 10 pupils, 2947 with less than 16,

6605 with less than 26. There is not a city in this state that could maintain its schools on any efficient basis and provide teachers for every 15 pupils. We have not less than one-fourth more teachers than we need in the rural schools.

**2. Non-Attendance.** There is an enormous waste from non-attendance estimated by Commissioner Claxton at 25% of all the money expended. Thirty-four percent of the children enumerated in the rural district are not enrolled in the schools. Of those who do get their names on the teacher's register only 65% attend regularly, that is, 43% of the school population attend school for 128 days in a year. There are, of course a number of reasons why this is so, but the fact remains that there is a very serious loss, much of which could be prevented by a proper system of organization and administration. **Good schools always have the most regular attendance.**

**3. Unfavorable Working Conditions.** There is a great waste because many teachers and pupils are compelled to work under conditions that make good teaching impossible. The school house, its equipment, heating, ventilation, sanitation, cleanliness, the school environment are in many districts absolutely prohibitive of good work.

**4. Inefficient Teachers.** The greatest waste of all, however, is yet to be mentioned. It is the waste due to the employment of inefficient teachers. As is well known, a bright eighth grade graduate with just a little coaching can pass the examination for a third grade certificate. We have approximately 3500 third grade certificates and practically all of them in the rural schools. Serious as this may seem, it is not the worst. Because of a great scarcity of teachers this year there were not enough third grade teachers to go around and we have approximately 2500 teachers teaching on special certificates.

Now a special certificate may mean any kind and amount of preparation, but it usually means less than third grade preparation. The question naturally arises, can such teachers do the work satisfactorily? How much native ability and maturity of character do these teachers possess? How much and what kind of education? How much and what kind of professional skill and how much of the power and skill which come only from continued intelligent experience? Surely the rural teachers should not have less preparation than that required of teachers in the towns. It should perhaps be of a slightly different kind. It should recognize the need of country schools as determined by the needs of country people, by the life they live and the work they do.

#### THE REAL TEST

5. **The Real Test.** After all the best test of an individual is his conduct. The real test of an institution is the results it yields. What are the results of our rural school system? What kind and amount of education are the rural schools giving to our boys and girls? The answer is disappointing in the extreme. We are actually giving less than 17% of our country boys and girls an eighth grade or common school education and we take ten years to give this little. Eighty-three percent of our rural children leave the common school with little or no vocational training, with no adequate preparation for any type of citizenship and with the doors to further advancement in the schools closed to them for all time. Many towns in Missouri are giving 60 to 80% of their children an eighth grade education. Several of our towns are giving 17 to 25% of the children a four year high school education, and at least one town in the state gives 7% of all its children a four year high school education. If our rural pupils get any high school training, they must leave home to get it. Surely in the light of

these facts we should be willing to reconstruct the present inefficient and wasteful rural school system.

#### HOW THE COUNTY UNIT PLAN ORIGINATED

Most of the states of the Union began their school system with the isolated country school as we did. Experience has shown that the schools suited to pioneer conditions do not necessarily meet the needs of progressive modern communities. As the inefficiency of this small district school has been seen the states have gradually changed to a better organization.

The six New England states have the "Town" (almost Township system). Everything in New England centers about the "Town" so this is the natural and proper type of organization in these states. Of the remaining 42 states, **twenty have adopted the county unit system and made this system mandatory for every county in the state**; two have adopted an optional county unit system; five a township system; the twelve remaining states have the small district system.

Thus it is seen that **three-fourths of the states have avoided or abandoned the small district system. NO STATE THAT HAS ONCE ADOPTED THE COUNTY UNIT SYSTEM HAS EVER ABANDONED IT.** This is certainly an unanswerable argument for the county unit, since most of the states have changed from the small district to the county unit system; certainly some of these would have changed again to small districts had not the county unit proved a better system.

Of the 12 states that have the small district system, Missouri is the oldest except the State of New York. Since the State of Missouri is now a century old as a state, it has certainly passed the days of settlement and exploration. Pioneer methods and pioneer tools have been replaced in Missouri by modern methods and tools

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in nearly everything else. Why not in the schools? Are the children of Missouri not her greatest asset? Should they not have the BEST? Shall we do less for our children than Utah does for hers? Shall we do less than California and Arizona? We shall unless we improve our present school system. UP TO DATE NO ONE HAS OFFERED ANYTHING BETTER THAN THE COUNTY UNIT.

#### THE AIM OF THE COUNTY UNIT BILL

The aim of the county unit bill is to equalize educational opportunity, to guarantee insofar as is possible under present constitutional provisions the inalienable right of every child to a good common school and high school education, an education in harmony with his natural aptitudes, his dominant interests and his future prospects, the kind of an education that will fit him for citizenship and service in the state.

#### THE ESSENTIAL FEATURES OF THE COUNTY UNIT BILL

All laws are written from the point of view of the aim to be realized. The essential provisions of the county unit bill are simply the means and the methods for the realization of the aim as above stated. (1) We shall equalize educational opportunity among the districts in the same county by making the county the unit of taxation and administration. (See Section 1). (2) We shall equalize the burden among the counties by a system of state aid to counties. (See Section 27).

These two provisions for equalizing the burden are fundamentally essential. There is no other feasible way to do it. (3) By making the county the unit of administration, (See Section I) it will be easily possible to secure a much better organization, administration and supervision of the schools. All other parts of the bill are simply means for the realization of these aims.

The big idea is the *equalization of edu-*

*cational opportunity in Missouri.* If you believe the county unit bill will do this you must either favor the bill or oppose the idea.

If, in your heart, you believe in the general principle, equal educational opportunity to all, do not befuddle the issue by raising trivial and local questions. Do not form hasty conclusions. If you will take your county and your district and study the conditions that now prevail in them and compare them with the conditions as they would be under the county unit, you will be surely driven to the conclusion, that the county unit bill will give to all the children of your county approximately the same educational advantages as are now enjoyed by those who have the better opportunities.

**Why the Towns Should Come into the County District.** In almost every case the town is now the educational, social, business and religious center of a territory much greater than is indicated by the town school district boundary lines.

The town and the adjacent rural districts are absolutely dependent one upon the other. This community of interests should be strengthened when possible, not weakened.

For the towns to stay out of the county school district would be the worst possible thing that could happen to the towns. It would ruin or seriously impair the high school in the town by taking away from it all the non-resident pupils. The non-resident pupils, numbering in some cases fifty per cent of the town high school enrollment, would be provided for in the new sub-district high school adjoining the town. This would injure not only the town school district, but the rural district as well, for it would necessitate the building of many new high school buildings when but few will be needed. It will tend to multiply the little weak high schools to the permanent injury of all. We have

surely had enough of the little weak district. Once the rural high school is built it will be too late to correct the mistake.

In other states the sub-district high school has, in many cases, developed into a real community center. Our experience will be the same. The church, the blacksmith shop, the store and the postoffice follow the school. What we need is not more towns but better towns.

In order to understand the only valid objection that has been offered it is necessary to examine the present situation in both city and rural districts.

The towns have, in most cases, built up a good system of elementary and high schools. They have done this, not because of greater wealth, but for two other reasons:

- (a) There is better school sentiment in towns for high schools. This is due primarily to the fact that the high schools in the country are impossible under the present system.
- (b) The towns have paid a higher rate of tax for school purposes. The state constitution discriminates against the rural district.
- (c) The rural schools, as a class, are not as good as the schools in the towns.

Out of this situation grows the real objections. Some good school people in the towns are afraid that the folks in the rural districts will not vote sufficient tax rate to keep the schools in the towns up to their present standards, and some poor school people in the rural districts are afraid the town people will vote an exorbitant school tax. Neither of these objections is wellfounded. It is quite evident that under the County Unit plan the county votes as a whole. The sentiment in the towns for good schools and the sentiment in the rural communities for better common school and high school education will surely be sufficient. The

great majority of our rural population want good schools and are willing to pay for them. Surely, the small minority can be educated to the point where they are willing to pay what good schools are worth. As a matter of fact, the majority of our rural districts are now voting the limit under the Constitution.

(The revision of the bill leaves out towns now having a first-class high school but allows them to come in by their own vote.)

#### OBJECTIONS ANSWERED

1. **People in the Rural Schools Can Now Have Good Schools If They Will Only Vote the Necessary Funds.** This argument is sometimes made. In the study of the inequalities among the districts in the same county and among the different counties this argument was fully answered. What chance has a district with an assessed value of \$15,000 to vote a sufficient tax to maintain a good school? It can raise a maximum of \$97.50 for school maintenance.

2. **Can We Not Equalize Opportunity by a System of State Aid to Individual Districts?** In the light of our past experience the only possible answer to this question is *no*. Special state aid is sound in theory, but when we attempt to equalize educational opportunity by a system of state aid to local districts it is almost a failure. Moreover it frequently increases the inequality rather than decreases it. For example, Benton County with an assessed valuation of \$2483 for every child in average daily attendance received state aid last year to the amount of \$11,202, while Bollinger County with an assessed valuation of \$1863 per child received state aid to the amount of \$1672. Hickman Mills Consolidated District in Jackson County has an assessed valuation of \$1,179,900 or \$7023 per child, and yet this district received special state aid last year to the amount of \$775. Such illustrations

of inequality may be found in practically every county in the state.

3. **"It will take away all state aid."** It is argued that this bill will deprive the weak districts of the state aid they now receive, and this is true. It will probably repeal all existing state aid laws so far as the county district is concerned, except the teacher training aid and aid for vocational education. It will, however, substitute a general state aid law that will actually equalize opportunity and that will be free from all the objections inherent in the present crazy quilt plan of state aid.

4. **"It will increase taxes."** Some people are very much afraid that this bill will make it possible for the county district to vote a tax rate of \$1 on the \$100 as cities now are allowed to do, and as most of them do. Now this is a possibility. The teachers have consulted the best legal talent in the state. In the opinion of these jurists the county district can vote \$1 in spite of the present constitutional limitations on taxation for school purposes, if towns are included. This is just what should happen in many counties. It is perfectly obvious that a 65 cent tax rate on the basis of present assessed values is insufficient in many counties to maintain as good a system of common schools and high schools as our children deserve or as the people want. If, however, the tax rate is increased above 40 cents, it will be because the people themselves vote the increase, and why should the people be refused the privilege to vote their own money for the education of their own children? One of the fundamental weaknesses of the rural school system is the direct result of the unjust and unfair discrimination against the rural children incorporated in the state constitution of 1875. This constitution, under which we are still trying to do business, limits the rate of taxation for school purposes to 40 cents on the \$100 assessed

valuation, but provides that in districts composed of cities and towns this rate may be increased to \$1, and in other districts to 65 cents on the condition that a majority of the voters, voting at an election held for the purpose, vote in favor of such increase. The "joker" is contained in the words "other districts." The "other districts" are the rural districts. Why this unfair and unjust discrimination against our rural population should have found a place in the fundamental law of the land or why it should have remained there for 46 years no one seems to know. However, it is there, and it will stay there until the constitution is amended, unless the county unit bill will take it out, by making all districts contain a city or town, as they would under the County Unit.

It is impossible to know in advance just what will be the effect of this bill on the rate of taxation. In considering this matter we must always take into account the ratio of the assessed value to the real value of property. If property in this state were assessed at its full value, a 65 cent school tax on a county basis would maintain a first class system of schools in practically every county in the state. If the ratio of assessed value to real value should remain the same as it now is and every county in the state should vote \$1 school tax, it would require state aid to the amount of \$900,000 a year to meet the provisions of this bill. We spent last year about \$450,000 in state aid. Surely this is not too much for the state to contribute in order to insure something approximating equal educational opportunity.

It is quite certain that the many large districts now paying less than 40 cents school tax will pay more under the county unit bill. It is equally certain that the many small districts now paying 65 cent rate and above will pay less than they now pay, and this is as it should be, because we are trying to equalize the burden.

### 6. "It Will Destroy Local Initiative."

In the Name of High Heaven! How much *local* initiative will it destroy? How much is there of this precious commodity in the rural districts of the State now? How much local initiative does a school district have with an assessed valuation of \$342 per child, such as the one pointed out in Reynolds county? What opportunity to display initiative in a district with ten children? How far will Missouri move in the next half century if we leave the movement to local initiative that has been all but killed by the smothering influences of low valuations, small tax levying power, few children, restricted territory?

How much momentum have we gotten from this wonderful force that is lying around in the present districts during the last few years? Was it local initiative that brought county supervision? It was not. Was it local initiative that brought teachers' colleges? Was it local initiative that brought the consolidation bill? Is it local initiative that brings consolidated districts? When a consolidation is formed each district surrenders its local initiative to the consolidated district. Take a look at the situation and see the results of local initiative, when the district is "hog tied" by an antiquated system. Missouri has 9000 country schools with this kind of local initiative. But 1600 have wells with water known to be impure; 6300 have wells not cleaned; 500 have seats too high or too low; 6000 have toilets uncleaned; 1000 have no toilets; 8000 have poor ventilation; 2700 have open foundations where the hogs under the house are more comfortable than the children in it.

**Missouri people do have local initiative** but one is expecting the impossible to suppose that they will exercise it under the present conditions. Give them the freedom that St. Louis has had, that Kansas City has had, that many of our smaller cities have had and you may then reasonably ex-

pect to see local initiative show its work in magnificent schools, serving all the children of all the people.

7. "This bill is undemocratic." If democracy means that farmers must quit their farms if they will educate their children, this bill is undemocratic. If democracy means that one person shall pay 3% of his wealth each year for the support of public schools while another, enjoying the same rights and fruitage of the same public schools, pay none, this bill is extremely undemocratic. If democracy means that I can force my neighbor either to deny his children the privileges of an education or to sacrifice his property and more out of his community, this bill is undemocratic. If democracy means that I may have a vote to determine the educational opportunity of those children who live north of me but shall have nothing to say regarding the educational advantages of those who live south of me, then this bill is undemocratic. If a man's democracy must extend only to his city limits or to the north line of Section 23, then this bill is undemocratic. But, if democracy means from each according to his ability, and unto each according to his need, this bill is democratic. If democracy means equal rights to all and special privileges to none, this bill is synonymous with democracy. If democracy means that education is a matter of private concern only, that it shall be confined to the few, the wealthy, the elite, the fortunately circumstanced, this bill is undemocratic. If, however, democracy means that the state and the county are interested in education, that education is a state function, that the child no matter how poor has a natural right to such an education as will fit him for citizenship and services in the state, then this bill is very democratic.

**WILL YOU WORK FOR THE PASSAGE OF THE COUNTY UNIT BILL?**

# THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

*Columbia, Mo.*

## The Recompense

We never give, but giving, get again--

There is no burden that we may not bear--

Our sweetest love is always sweetest pain--

And yet the recompense, the recompense is there.

Who weeps, yet worships some sweet silent star,

Even through his tears shall catch uplifting light--

We grow to what our aspirations are--

Look up, O Soul, and be a star tonight!

\* \* \* \* \*

Who bares his head where God's star-altars rise

And strives to probe with prayer their mystery,

Even with the act claims kindred with the skies--

We are the Wish of all we will to be,

\* \* \* \* \*

We never give but giving get again--

There is no burden that we may not bear--

Our sweetest love is always sweetest pain,

And yet the recompense, the recompense is there

—John, Crawford Moore.

VOL. VII

MARCH, 1921

NO. 3



# THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to  
THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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Next Meeting, St. Louis, Nov. 3-5, 1921

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## EDITORIAL

WHATEVER the outcome of the fight of the friends of *education as it should be* against the friends of *education as it is*, the hearts of Missourians will always be proud of the leader which the cause has

had in the person of the Governor's governor. Not that others have not helped, that others have not done

much, but that Governor Arthur M. Hyde has had the courage to assume the leadership to which the people of the state have entrusted him. Other governors have spoken of the schools in terms of flattery, some have even shown passing interest in their improvement, but not recently has a governor given them more than secondary consideration. Hyde in his message puts the schools first. With the vision of a statesman who looks to the welfare of his State he leads the way. There is no guessfooting, no camouflage, no unnecessary verbiage, no Machiavellian deceit, no carrying of water on both shoulders with Governor Hyde in this matter. He sees his duty clearly and with the fine courage that becomes a governor of Missouri he gives to it.

IN the past we have heard much of the "social center," the "community center," the "community spirit." Some things have been done to establish these terms on the concrete foundation of reality. But there is much to be done. The one thing usually lacking to make these theories into fact is leadership. It is possible that the Community Associations throughout the State may find and develop this necessity. Presi-

dent Threlkeld's suggestions that community associations do something to help their communities is in keeping with this idea. The "Community spirit" is the spirit that serves its community. A community that does not commune is a misnomer, but there are many such areas in Missouri. A group of teachers whether in the country, the town or the city can perhaps, thru the children, do more than any other agency to develop a real community spirit and this must always precede the community center.

THERE is no measure before the present General Assembly that should prove more universally popular than the one requiring the teaching of thrift in our public schools. The necessity for

**The Thrift** it, its vital relation to individual and national prosperity, its common sense are all so evident that to say a word in its favor seems stupid and platitudinous. Yet the Senate Committee reported the bill unfavorably. One cannot but believe that this was due to some clerical error, or other mistake incident to the rush of business. However the bill has passed the House and will in the routine be taken up by the Senate for consideration. If real consideration be given it the result will undoubtedly be favorable. To those who have been keeping up with the lessons in thrift as they have been published each month in *THE SCHOOL AND COMMUNITY* there can be no doubt of the practical teaching phases of the subject. Teachers who have been using these lessons should write their senators at once calling attention to the fact that they have tried them

out and demonstrated their practicability. Read the lessons in this issue and you cannot but be impressed with their value in establishing the very foundation of good citizenship.

READERS of THE SCHOOL AND COMMUNITY have doubtless heard from their Delegates to the Assembly which met at Kansas City in November that a tax was levied on all members to forward the work for a new constitution for the state. We teachers will continue to contribute a part of the expense of the necessary campaign until the work is done.

**Teachers Taxed  
By Their  
Representatives**

The money raised for this purpose five years ago, \$7,000, is spent and the constitutional convention committee is sending out a call, printed on another page, for the new levy. The teachers of Sedalia, the home of Miss Montgomery, Chairman of the Executive Committee, did not wait for the official notice but have already sent in \$114.26, which is 100% for this place. This money is deposited in the bank chosen by the M. S. T. A. to the credit of Dr. W. H. Black, the chairman and to W. P. Evans the Secretary-Treasurer of Constitutional Convention Committee of the M. S. T. A. It can be drawn only by these names signed jointly. The Executive Committee has approved this move and has designated the time for the collection as between March first and May 25th. Reports of the collection will appear in THE SCHOOL AND COMMUNITY each month.

WM. P. EVANS, Secy-Treas.,  
C. C. C. of M. S. T. A.

TO HAVE a Governor who will stand up and fight for the schools like a real "he man"—"Aint it a Grrrand and Glo-rius feelin'."

ONE of the most unique objections to the County Unit Bill is voiced in a dispatch from a Columbia reporter at Jefferson City to one of the local dailies at the University town. The dispatch says that objections are based on the fear of University and Teacher College domination "as it will be hard for a teacher to

**Fear The County  
Unit Would Im-  
prove Teachers**

qualify to teach without attending one of the other of these institutions." The uniqueness of this objection is equaled by its baselessness. There is nothing in the county unit bill changing the qualifications of teachers in any way. The local boards as they are now constituted will continue to select teachers from an eligible list as they have always done. No power is conferred on the county board in this matter except the contracting with the teacher thus selected by the local board. The University and Teachers Colleges have no say in the matter whatever. Any local board might refuse to elect a teacher who was not a graduate of one of these institutions but they can do that now if they choose. Certain city boards of the state have had high standards for their teachers for several years. They seem to think this a sound policy. If the county unit encourages such a policy so much the better. If farmers will thus be enabled to get a larger share of the graduates of these institutions that were established for the sole purpose of training teachers for the children of the commonwealth, why should the farmers object? They are paying their part of the bill now, but they are not getting their proportionate part of the product. The next objector may be frank enough to say "I object on the ground that the county unit will improve the schools."

SI SLOWCOME says, "don't disturb the cradle of Democracy, the baby is asleep."

THAT the teachers of Missouri, thru their organization, the M. S. T. A., have always stood for progress and in many cases have been its active pioneers is just cause for self-esteem on the part of the teachers and for at least modicum of appreciation on the part of the progressive citizenship of the State.

**The Calling of a New Constitution Convention** We have met many temporary defeats. We will no doubt meet many more. But each seeming defeat in a battle for the right brings us nearer ultimate victory. The force of right is cumulative and grows with each effort. The power of the opposition spends itself and enters each succeeding conflict weaker. Nowhere are these truths more in evidence than in our years of campaign for a new state constitution that would give to the people the freedom of action that they are warranted in desiring. After repeated efforts we have gained the first redoubt, the authority from the people for an election at which time we are to determine whether the people want a constitutional convention. The carrying of this election will require much work, publicity, education, organization of the forces of progress. We have the machinery used in the last campaign, tried, tested, efficient machinery, the better for its activity preceding the election last fall. But the machine won't run far on its own momentum. Its fires must be replenished, fuel must be furnished, steam must be raised again to a high pressure. The teachers have again promised to do their part in keeping up the motive power and by their representatives have assessed themselves one-tenth of one per cent of their annual salaries. Other organizations are interested and are doing more than they have heretofore done. The teachers will set them the example by contributing their full quota. The call of the committee is printed on another page of this issue.

I WONDER why those dear patriots who break down and weep when any one says anything about improving the rural schools appear to feel no remorseless grief over the passing of the oxcart, the reap hook and the one "hoss" shay. I presume they did weep for these but time has dulled their sorrow.

**The "Stay Putters"** These good souls hate to see anything change. The burden of life to them is that things won't "stay put," that money can't be kept, that food has to be replenished, that clothes wear out, that styles change, that crops have to be rotated. They have long consoled themselves in the midst of a changing world with the little school house—the one immutable, unalterable, changeless thing in all their surroundings, the same yesterday, to-day and forever. Here they can turn for comfort. Here is the one thing that can stir sweet memories of departed times.

"Still sits the school house by the road  
A ragged beggar sunning,"  
has been a happy and comforting reflection for many generations. If anything ever happens to make it possible to build better houses that do not bear a close resemblance, at least, to the present ones, some of those now standing should be left for a few years to serve as shrines for these "stay putters" where they may go to conjure up the shades of the departed, oxcart, reap hoop and one "hoss" shay, and relieve their pent up feelings with "tears, idle tears."

THE COUNTY UNIT BILL cannot fail. It is right. Misunderstanding, personal interests, a well organized minority whose vision is shut off by the proximity of a dirty copper, may prevent its immediate realization, but the rank and file of Missourians believe in a square deal and they may be depended upon to see to its ultimate attainment.

## Governor Hyde Takes Staunch Stand For Better Schools

In his message, delivered to the legislature in person, on February 15, the Governor made what will perhaps go down in history as the strongest plea for the improvement of rural schools, ever made by a Missouri governor. That part referring to the rural school situation and the County Unit bill is printed here in full because the editor regards it as eminently worthy of the careful study of each teacher and believes that it should be given the widest publicity among the people possible and that it should be preserved in permanent form because of the educational principles it contains that are of more than passing value.—Editor.

Mr. Hyde said:

"The corner stone of progress is an efficient school system.

It is not cause for pride, but no good can come from concealing the fact, that our educational system is not working well. According to a noted authority, our school system ranks far down the list among the states of the Union.

The difficulty lies not so much in our town and city schools. In general the schools of the cities are efficient, and well supported. The teachers employed are generally competent and not so grossly underpaid. The terms of school are reasonably long, the buildings good; the courses of study are well planned; high schools are accessible. In the country, terms are short, buildings only fair; courses of study offered are scant, teachers underpaid, high schools inaccessible. In the city schools are crowded, in the country only half attended.

There are in the state a total of 9486 school districts. There are about 650 high schools. These are situated almost exclusively in the towns and cities, leaving 8836 country school districts or an average of nearly 80 per cent. Of these districts, 852 have an assessed value so low that their maximum levy will give them \$165 or less per annum for school purposes; 868 districts can levy as a maximum

\$260 per year, and 3791 districts have a maximum of \$500 per year.

There are 897 districts with an enrollment of less than fifteen schoolchildren; 3066 with an enrollment of less than twenty-six; 622 with forty or less. There are 6067 schools with an average of twenty-five or less.

The average number of days of school in the city is 171.3; in the country, 121.4, or 49 1/2 days less per year. Of the 696 districts holding more than eight months, practically all are in the city. Of the 8790 schools holding eight months or less, practically all are in the country. The teachers holding state, life and five-year certificates, 1050 in all, and those holding diplomas from state teachers' colleges, 5025, are practically all teaching in the towns and cities, while the teachers holding second and third grade certificates and county special certificates are practically all in the country.

The country boys and girls are not getting a square deal. With nearly fifty days less schooling per year in schools poorly equipped and not so efficiently officered, they do not receive the educational opportunity in life that their brothers and sisters in the towns receive.

Nevertheless, the problem is not one of antagonism of country against city. The interests of country and town are identical and they will inevitably and at last analysis advance or retrograde together.

Consider the problem. The average rural school district contains less than 250 people. The St. Louis school district contains 750,000. What progress could have been made with the schools of St. Louis if the city were broken up, as is the case in the country, into districts of approximately 250 people each. Instead of one district, nearly 3000 districts. In place of the great schools they now have, there would be 3000 one-room schools; in place of a specialized teaching profession, 3000 teachers holding second or third grade certificates.

The mere statement of the situation inexorably points the remedy. The city or town is one school district; the country averages 80. The city builds its school system as a unit. The country breaks up its system in 80 units. In the city unit, the basis of tax

assessment is large enough to afford support for an adequate school system; in the district unit, the basis is so small as to make the one-room school a burden. Community interest and good schools attract population to the city. The country loses. But worse than this, the state loses.

The county unit bill drags no school down. It tends to lift all schools up. It makes the county the unit of school administration, just as it is now the unit of civil administration. It affords a taxable property basis, wide enough to support not only efficient grade schools, but high schools as well, and this without becoming burdensome to the taxpayers. Enlarged districts will furnish students enough to make the schools worth while. Transportation will make the schools accessible to all children within the district.

Transportation of children from a district to a central school will not prove as expensive as maintaining the inefficient school. Such transportation will also prove a great aid and stimulus to good road building. And after all is said, the fact will still remain that good schools and good roads will go forward together. We shall plan later for good roads; let us now make the start by enacting the county unit bill for better schools.

County unit is not an undemocratic form of administration. It is merely the democratic enlargement of the group. It will make community centers and community interest, thus it tends to stop the trend to the city and reduce tenantry. It follows the local line of our civil administration. It denies the right of the rich man to escape contributing to the support of the public schools because he is childless or because his children are grown. It affords a square deal and an increased opportunity for education to the children of the poor man.

The administrators of the schools under county unit are elected by the people. They come from all parts of the county, and are therefore truly representative. County unit is not expensive. A very careful survey shows that under county unit we could maintain the schools we have for 12 per cent less money. But we must have better schools and better schools under any system will cost money. Economy is the devil's own reason for poor schools. Ignorance and poverty are twins and march backward. Education and prosperity go hand in hand and face forward. There is no reason in the argument

that we cannot afford the highest-grade schools obtainable. On purely economic grounds we cannot afford to be without them.

It is contended that there is no demand for county unit. Never was contention farther afield. Of the 9486 districts in the state, all but 1649 have levied the maximum allowed by the constitution to support their schools and 61 per cent of them have by the voluntary vote of their people raised the levy to amounts exceeding the 65 cents permissible. When 61 per cent of the districts voluntarily tax themselves in excess of the rates fixed in the constitution to support their schools, we may be assured that the people are demanding for their own children the best in education that is obtainable.

The intolerable, insuperable fact is this: Our educational system gives us no cause for pride. The state's rank is far down the line. The state is slipping in standing in population among the other states of the Union. The present system has been long tried. It is not a success. No patchwork will do. We must try some system which will work, or which at least gives promise that it will work.

Twenty-two states have tried county unit. None has ever abandoned it. Educational authorities are in favor of it. I believe county unit will work for us, because it has worked and does now work in other states which have tried it.

County unit makes it possible by widening the area, and thus increasing the taxable wealth of the districts for the people to have good schools if they want them. County boards have better opportunities to study the needs and provide for the wants of the schools than have district boards, with their smaller obligation and more cramped means. County unit, therefore, offers better supervision and control. County unit does no more than to offer to the people of the counties an opportunity to improve their schools if they, by their own vote, choose to support them.

Everything waits upon education. Development of the state's resources, harnessing her water powers, tilling her acres, building her roads; progress in all these is a problem which is intertwined with, dependent upon, and impossible of final solution without education. There is no such thing as a prosperous state without it. Social, moral and eco-



conomic advancement will not precede and can never outrun educational progress. The first foundation stone of a greater Missouri is a sound and practicable educational system.

This is our situation. Education is the primary duty of the state. We must, as the representatives of the state, at least make good educational opportunities possible. The channels through which educational opportunities may flow to the people are choked. Over 8000 district boards are locked into a log jam in the channel, while the water of

support upon which the educational opportunity must float is at low ebb. We must unchoke the channel and provide the means of support.

The State Board of Equalization will provide, by following the law in the matter of assessments, means by which the people of the various counties can raise the money to support good schools. County unit will clear away the jam of 800 district boards, and open the stream.

## President A. Ross Hill Resigns

Dr. Hill's resignation as president of the State University on February 4th, came as a surprise both in Columbia and in the state generally. At a date not yet set, he will become vice-president of the American Red Cross and Director in Charge of all its Foreign Operations. This position will offer the retiring head of the State University opportunity for travel abroad, and a salary far in excess of that of the presidency of the University. With Dr. Livingston Farrand, former head of the University of Colorado, and now president of the American Committee of the Red Cross, and the vice-president and director of domestic operations, Dr. Hill will be a member of the cabinet in charge of all Red Cross activities. After trips abroad in connection with his new duties, it is expected that Dr. Hill will have his headquarters in Washington, D. C.

In his letter of resignation, Dr. Hill said that he had on several occasions declined other opportunities for service. "It is not easy to contemplate severing relations with an institution to which I have given the best that was in me for almost eighteen years and for the leadership of which I have been responsible for practically thirteen years," he said. "To be sure its enrollment and its buildings and equipment have been doubled and its income

from all sources trebled during the past thirteen years; but it has shared fully in the financial embarrassment of the state in the recent past, and this experience entitles it to share in the state's larger revenues, and has prepared it to make wise use of the more generous appropriations now in prospect."

In closing Dr. Hill said that he hoped sometime in the future to again become a resident of this state and to share in the life of its fine people.

Serving as the eighth president of the University of Missouri, Dr. Hill succeeded the late Dr. Richard H. Jesse in 1908. As an educator, he has a national reputation. Among the institutions which have conferred on him the degree of doctor of laws are Lafayette College of Pennsylvania, University of South Carolina, Washington University, University of Colorado, Uni-

versity of California, University of Michigan, and others.

Dr. Hill is president of the Presidents and Boards of Missouri Valley institutions, and prominently active in a score of educational, philosophical, and research organizations and foundations of the nation.

Suggestions as to the successor of President Hill, are many. However, there have been no definite candidates mentioned, though a wide range of possibilities is rumored.







## Department of Child Hygiene and School and Home Sanitation

Conducted by the  
Missouri Tuberculosis Association

W. McN. Miller, M. D., Editor



### WISDOM OF MO. SCHOOL HEALTH CAMPAIGN CONFIRMED

From an address made in June, 1920, by Dr. David A. Stewart, Medical Superintendent, Manitoba Sanatorium, before the Canadian Association for the Prevention of Tuberculosis, we quote below his significant observations upon the etiology of tuberculosis and the means of its control. His views are singularly in accord with the plan of the campaign against tuberculosis as it is being conducted in the schools of Missouri.

"The idea of almost universal childhood infection and of breakdown in adult years through adverse conditions, stress and strain, still dominates our thinking as it did ten years ago and seems to best fit the facts. At the same time adult infection has obtruded itself upon us as an undeniable, and possibly not so very rare, fact. It seems most likely that one who may escape the easier infection of childhood, may have infection with acute onset and bad prognosis in adult life. And continued exposure under bad conditions may even infect an adult already carrying a childhood's latent focus. I have been accustomed to consider infection in Tuberculosis as somewhat similar to measles infection—sure to take place on exposure in the case of children; or even of adults not sufficiently protected by previous experience of the disease; possible even in those who have had definite previous attacks; *but, on the whole, a comparatively slight danger*

*to ordinary adults and acutely infectious to ordinary children.*

"Whatever may be said of infection, the breaking down of resistance in adult life through adverse conditions is the real cause of Tuberculous disease. Ten years ago we were fond of saying that Tuberculosis was a disease of our civilization, intertwined with all that was wrong in that civilization. We say the same now, but know better how deep are the roots, how intricate the intertwining, how hopeless to remove one evil alone out of the mass of evil conditions. We know better than we did that Tuberculosis cannot, even by herculean labor, be torn up and destroyed while bad and inadequate housing, unsuitable working conditions, ignorance, neglect, time waste, energy waste, money waste, low ideals, unwise work and unwise play, bad personal, house and community hygiene, unrest, infection, preventable disease and other ills remain. Indeed the interweaving is such that we can accomplish less by trying to uproot tuberculosis alone and more by digging at the tap root of general ignorant and low level living. The main force of the campaign should push forward the education of children in clean, hygienic, intelligent high level living.

"The Sanatorium bulked large in the anti-tuberculosis campaign of ten years ago. Had we only enough beds we would arrest disease and send out our arrested cases to teach the whole community. The Sanatoria have done their work well. They have salvaged wrecked human lives, many

of them; they have developed and taught expertness among medical men and nurses, and taught through their salvaged men and women. They have cared for the dying and kept them safe from scattering infection in their families. They have done all that could be expected of them and done it well. But now we recognize, and none more deeply than those who work in them, that the Sanatoria cannot be in the forefront of the battle, are not the chief offensive in the fight against Tuberculosis. A good efficient Sanatorium is to the Anti-Tuberculosis campaign what a good efficient teaching general hospital is to the general Health campaign. The Sanatorium must care for the sick and must teach their care, but the front line of advance is more than anywhere else in the Public Schools and in every form of social betterment.

"What we already know of the etiology of Tuberculosis will become more general knowledge among the people and its implications more widely accepted. New aims and a new spirit may be found for a

new campaign. Ten years ago, to even the fairly well informed, Tuberculosis was a measurable entity; it had boundaries and limits. A vigorous enough attack, it was almost believed, might even annihilate the enemy. Everyone knows now that such early and complete victory is in no way possible, but that the campaign must be wide as the world, complex as human life and it may be as long as history. In the next ten years forward looking people may be heartened and enlisted even for such a campaign."

The reduction of the death-rate from tuberculosis in Missouri by nearly one-third in eight years, a result attributable largely to the campaign for health as conducted in the schools of Missouri throughout these years, confirms Dr. Stewart's views as to the etiology and control of the disease. The plan of the Missouri anti-tuberculosis campaign, being based upon childhood susceptibility to infection and upon childhood impressionability to health instruction, will surely diminish the prevalence of the disease.

## Practical Lessons in Thrift

By Savings Division of Eighth and Tenth Federal Reserve Districts

**Note.** These lessons are prepared by the educational department of the Savings Divisions of the 8th and 10th Federal Reserve Districts. Correspondence is invited and should be addressed to C. A. Middough, Savings Division, Federal Reserve Bank, Kansas City, Missouri, by those in the 10th District, and to D. W. Clayton, Savings Division, 415 Locust Street, St. Louis, Missouri, by those working in the 8th District.

### Lesson XXV.

Week of March 7th.

#### BENJAMIN FRANKLIN, ADVOCATE OF THRIFT

**AIM:** To study the life of Franklin from the standpoint of thrift.

#### Procedure.

- I. Study the adverse circumstances under which he labored as a youth.
- II. Briefly outline his life and achievements.
- III. Study in detail his character.
  1. He was honest and industrious.
  2. He formed the habit of study.
  3. Developed an extensive credit and established a good reputation.
  4. Followed a plan of saving money.

5. Avoided extravagance and the appearance of extravagance.

6. Learned to utilize time.

7. As "Poor Richard" he wrote thrift sayings that became proverbs in this and other countries.

#### IV. Result of his efforts.

1. He was financially independent.
2. Developed into a great political leader.
3. Served his country as ambassador to France.
4. Enriched the world by his inventions.
5. Takes his place in history as one of the greatest of Americans.

**Conclusion.** Franklin is known as the apostle of thrift; he exemplified it in his life

and his great accomplishments were made possible by the practice of it.

### Lesson XXVI.

Week of March 14th.

#### OUTLINES FOR THRIFT REPORT

(To the Teacher: The following outline is suggested as a basis of reports by pupils upon the lives of various successful Americans whose lives exemplify thrift; it may be changed to suit particular cases. Pupils might select their own man or woman for reports.)

AIM: To show thrift is a part of the lives of successful Americans.

Procedure.

Practically all successful Americans have these common characteristics:

1. The majority of them started without wealth.
2. They invested in a good education, either by going to school or by the harder method of home study.
3. They carefully conserved their health.
4. They learned to save money and to appreciate the value of it.
5. They learned the value of time.
6. They understood opportunities and by saving were ready to take advantage of them.
7. They have been examples of patriotism.
8. They interested themselves in public welfare.
9. They enriched the world by their thoughts and their deeds.

### Lesson XXVII.

Week of March 21st.

#### THRIFT IN MATERIALS

AIM: To show the need for caring for personal and public property.

Procedure.

##### I. School Supplies.

1. If each pupil in your room should waste two sheets of paper each day of school, what would be the total number of sheets wasted in the entire school term? Find out number of pupils enrolled in your town or city, and figure what the total waste would be.

2. There are twenty millions of school children in the United States. If each child should waste only one sheet of paper each day, counting eight months of twenty days each, what would be the total number wasted? Count the number of sheets in a five-cent tablet and find out how much this waste would be in money.

3. What would be the waste in money if

each child in school in the United States should destroy or lose one five-cent pencil each week during the school term, counting the length as 32 weeks? (Use number of children given under "2").

4. (a) Economy in use of crayon.

(b) Care in use of books.

(c) Care of school property.

##### II. Home Supplies.

1. Necessity of economy in use of supplies for the table.

(a) Food is expensive. No more should be cooked than can be properly used.

(b) When food is left from a meal much of it can be prepared as wholesome dishes for next meal. This saves material and money.

##### 2. Economy in Clothing.

(a) It is better economy to buy substantial clothing with durability at least one of the factors, rather than to buy for looks or style alone.

(b) Girls should learn to sew as well as learn to cook; they will learn that some fine economy can be practiced by "making over" dresses. Unfortunately fashions change too rapidly to get new dresses and suits with every change.

##### III. Farm Machinery.

1. It is estimated that over one-half billion dollars a year is lost in the United States by letting farm machinery stay out in the weather.

2. Care of other machinery and tools.

Conclusion. Saving materials is saving money and saving money means ability to buy material necessities in the future.

### Lesson XXVIII.

Week of March 28th.

#### CONSERVATION OF NATURAL RESOURCES

AIM: To show that we should conserve as a nation as well as individuals.

Procedure.

##### I. Need for Conserving Coal.

1. The process of making coal took centuries of time and vast amounts of forests and other vegetation.

2. Much of the easily available coal has been mined and used.

3. Transportation is a big item in coal production and use, and is expensive. Cars used to carry coal are kept from carrying other produce; what effect has this on the price of other produce?

4. At the terrific **rate** of using coal at present, coal is becoming less available and as it comes to be more and more difficult to get will become more and more expensive. As the coal is mined farther from the surface it costs more to produce it.

#### II. Timber—Lumber.

(1) Much of the fine timber was cleared and burned as the country was being settled, so that crops could be grown.

(2) Millions of feet of lumber timber are used in each year for fuel.

(3) Millions of feet of lumber are used each year for building purposes, and but little is being done in replacing this enormous loss of timber by planting or setting out trees.

(4) Timber grows slowly. Some trees are not yet a foot in diameter at fifty years old.

#### III. Soil.

1. Much fertility of the soil has been sold as crops. If corn is grown year after year on the same ground and the ground is not fertilized the soil "wears out," that is, it is taken off in the corn.

2. Practically all new land has been "taken up" so we can depend no longer upon new, virgin soil for crops. Soil must be kept fertile by better methods of farming and by stock raising—feeding and pasturing.

Conclusion. It is perfectly clear that we must be economical in the use of coal, timber and mineral supplies if future generations are to share fairly with us in this wealth. Also that we must learn how to maintain the fertility of soil of farm lands in order to supply the ever increasing population and maintain a high plane of living.

## Teachers' Thrift

D. W. CLAYTON, Director of Educational Department, Savings Division of the Eighth Federal Reserve District

Is it possible for teachers to be thrifty? In most cases their salaries are such that the practice of thrift seems compulsory, but it is too often true that they practice thrift in a haphazard way—which perhaps means not at all—rather than according to a definite plan.

The method of planning expenditures according to carefully prepared budgets is coming to be used rather extensively now, and there is no doubt whatever that this is the most effective way to manage expenses. Many households are managed on the budget plan, and it is very generally agreed that the method of planning expenditures by a carefully worked-out budget is better for school districts, for cities, and in fact for all municipal and business organizations, than the old "cut and try" plan which is really not a plan at all. Making a budget means simply a careful study of conditions with a view to planning the wisest use of one's income. Whether the teachers have the management of homes or just their own personal expenses, they should prepare at the beginning of school

a tentative plan for the use of their salaries. It may be found that the plan will not work perfectly—that it was made relatively long in some places and short in others—but by keeping careful account of all expenditures and comparing with budget, some very useful things will be learned and the next budget can be more accurately planned and more consistently followed.

No household or personal budget is complete without having in it the item of savings, and this should be the first item. A certain part of one's salary such as a fifth or a tenth ought to be determined upon as savings—it should be *some* part even though it may have to be a very small part—and when the salary is received the very first money spent from it should be that part planned for in the budget as "savings." Just as the regular dripping wears away the stone so will regular saving, if carefully invested, provide for the future which everyone plans to provide for sometime.

Never, before our country was forced

into the World War, have we had such convenient opportunities of safe investment open to all as are furnished by the issue of Thrift Stamps and Saving Stamps. These Stamps furnish opportunity for investment in any amount from 25 cents to a thousand dollars. The one

dollar Thrift Stamps and the twenty-five dollar Treasury Savings Certificate have just been added to the list this year so that now the complete list is the 25 cent and the one dollar Thrift Stamps, the \$5 Savings Stamps, the \$25, the \$100 and the \$1000 Treasury Savings Certificate.

## Vocational Guidance

W. J. OLIVER, Columbia, Mo.

Without doubt, a very important step in education in Missouri and in the nation is the provision of an adequate scheme of vocational guidance linked with the extension of present curricula to include subject matter that will better prepare every pupil for a chosen vocation.

Historically, courses of study designed to prepare men for the ministry were deemed adequate to prepare men for the other learned professions. More recently, courses of study patterned after these, with all too little modification, have been offered to all classes in the community, both boys and girls, as a necessary preparation for life regardless of occupation. The introduction of manual training, domestic science, agriculture, teacher training and commercial subjects is a series of progressive steps in the right direction, but does not go far enough. The remedy must be more comprehensive. It must be realized that if the school is to serve all classes in the community, a still greater variety of subject matter must be offered. Every student must be given an opportunity to prepare for a chosen vocation. This presupposes that every student is to make an intelligent election, earlier than is now customary, of what his life's work is to be.

In Germany, prior to the war, each teacher reported on the inclinations and aptitudes of his several pupils, and a German boy's choice of life work was limited to whatever activities these reports indi-

cated. A more democratic and American scheme is offered in what I consider the all-important feature of the junior high school. In the seventh, eighth and ninth grades the pupil should be given an opportunity to project, to try things out, that thru knowledge to be gained only thru experience, he may be able to judge intelligently what he will be able to do best. Such a scheme will serve to reduce the number of "misfits," those pitiful cases all too plentiful of boys and girls who have spent hard-earned cash and the best years of their lives in preparation for vocations for which they are wholly unfit.

But any plan for vocational guidance, to be adequate and efficient, must include a third feature. Supply and demand must be taken into account. The chance of choosing a "blind alley" occupation must be reduced to a minimum. Some means must be devised to counteract the tendency toward an over supply of workers in one line of endeavor and scarcity in others. Many boys and girls, when they have prepared themselves for certain types of work, find, too late, that there is little or no demand for the things they are able to do. It is criminal to permit such waste if there is any way to prevent it, and I believe there is.

All the great branches of organized industry have well-paid men whose sole duty it is to collect data on which may be based intelligent estimates and close approximations of future demands, that the supply



may be regulated accordingly. It is deemed possible and expedient to estimate the number of hats, shoes and cloaks that may be worn during the year that waste due to oversupply in these articles may be avoided, since any over-production at the close of the season must be dumped on the bargain counter. How much more important it is than fewer young men and women shall be dumped on the bargain counter each year because there is little or no demand for the things they are prepared to do. There shall be in every state one or more men working under the State Department of education whose sole duty it is to collect data vital to an intelligent choice of occupation. They would tell us the amount and kinds of work to be done,

and the number of men and women it will take to do it, the demands a given occupation makes upon the mind, the body, the eyes, the type of individual best adapted to the work, the environment in which the work must be done, and the remuneration and measure of success it promises.

In my humble judgment, an adequate plan for vocational guidance, with provision for greater differentiation of subject matter, the better to prepare every pupil for the vocation of his choice, is urgent if not absolutely necessary if we are longer to justify the public school system. Cost what it may, the public schools must meet this need for all classes in the community, or no longer claim support at public expense.

## Superintendents' Conference, Jefferson City, February 3, 1921

**Report of the Committee on Resolutions**  
Your Committee on Resolutions submits the following recommendations:

1. That the Superintendents' Conference extends to its president, Superintendent P. P. Callaway, its sincere sympathy in his illness, and its best wishes for his early recovery,—and furthermore, that a copy of this resolution be sent to him.
2. That we express to Superintendent Barnes, of Carthage, our appreciation of his services in planning and carrying to a successful issue the excellent program of this meeting.
3. That in this crisis in the school affairs of Missouri, the educational forces appreciate the deep interest and sympathetic attitude manifested by Governor Hyde and both branches of the Legislature in the constructive legislation now under consideration.
4. That we heartily endorse and pledge our united support to the principles and purposes of the program of legislation now being urged by the State department of Education, and the State Teachers' Association, and that after these resolutions are given the press of the state and all have had an opportunity to send their suggestions thereafter, this body considers that professional conduct will demand that all teachers and superintendents give their support to the program of education decided upon.
5. That we strongly approve the timely suggestion made by Mr. Elliff that the State Teachers' Association take immediate steps to begin the consideration and formulation of the provisions affecting schools which should be incorporated in the new constitution.
6. That we express to the State Board of Equalization our firm conviction



that the raising of the assessed valuation of the property of the state to full cash value is the most practical means of affording immediate relief to the public schools in the present financial stringency.

7. That we wish to express our appreciation of the great importance and worth of the work of the University of Missouri to the people of the state, and to commend the budget as asked for to the favorable consideration of Governor Hyde, and the members of the Legislature. Compared with the budgets of neighbor State Universities, which are asking their Legislatures for from \$8,000,000.00 to \$14,000,000.00, that of our own state is very modest indeed. If Missouri is to maintain a state University worthy of its pride, the people through their representatives can make this possible only through larger appropriations.

8. That we heartily approve the budgets as asked for by our State Teachers' Colleges. Changes in form of school administration will not cure all the ills of our public schools. We recognize that well trained teachers are an absolute necessity before any marked improvement can be made. Therefore, the regularly established agencies for training of teachers, our State Teachers' Colleges, must be more adequately supported.

9. That a copy of these resolutions be sent to the Governor, the State Superintendent, and to the Chairmen of the Educational Committees of both branches of the Legislature, and to the "School and Community."

Respectfully submitted,

(Signed) John W. Thalman, Chairman

J. N. Crocker

Frank Hamsher

W. T. McGaugh

Elizabeth Buchanan

## The Real Function of the City Superintendent

W. W. THOMAS

The Statutes of Missouri do not definitely define the duties of the City Superintendent of Schools. He is conceded, however, to have a dual function, 1st that of supervisor, 2d that of administrator. He is the executive officer of the board of education. It is his duty to develop an educational policy which shall fit the situation in his community, and, when said policy is adopted by the board he should carry it out in detail. In doing this he should be given wide freedom within the limits of a reasonable budget. In carrying out the policy adopted by the board he should choose his own staff of assistants, determine the function and recommend the salary of each, supervise the arrangement of facilities for instruction,

provide for the various kinds of education determined upon, and keep his board and the public fully advised of the progress being made. During recent years the city superintendent has become less a supervisor and more an administrator. A short time ago, when our schools furnished only a limited number of courses, and when it was possible for one person to be in a manner conversant with every subject offered, the superintendent's function was principally that of supervisor. In those days the superintendent was frequently the last member of the entire force to be elected, and seldom did he exercise much influence in the selection of those whose work he was to supervise.

### As a Supervisor

He was expected to visit each room at regular periods. The teachers and pupils usually knew about when to expect him and were prepared to make the best possible impression. That kind of supervision was seldom productive of the most efficient work on the part of teacher or pupil, but teachers, pupils, and patrons became accustomed to it, and came to judge the superintendent by the frequency and regularity of his visits. There are so many definite and specific ways in which the present-day superintendent can employ his time to better advantage, that the old treadmill variety of supervisory superintendence is fast giving way to more intelligent educational leadership.

### As an Administrator

The present day superintendent is accorded a much more powerful influence on the administrative side than formerly. He is expected to have no small part in determining the surroundings of his pupils and the instruments with which they work. He is now more frequently than formerly a man among men, knowing what is going on in the world, and able to apply modern business methods to the most important business of all.

The most progressive school systems are giving the superintendent more and more authority, and holding him responsible for results.

### The Selection of Teachers

Probably the most important work done by the superintendent is the recommending of teachers. If the school opens with good teachers in all positions, success is practically assured. "As is the teacher so is the school." Boards of education have come to realize that the building up of a strong teaching force requires more time and attention than they can well afford to give. They therefore expect the superintendent to make the necessary investiga-

tions and to recommend for their election the teachers, principals and supervisors necessary for the proper conduct of the schools.

### Selection of Text-Books, Etc.

The superintendent must also see to the selection of proper text-books—library books, apparatus, writing material, drawing material, etc.

### Sanitation, Ventilation, Temperature, Humidity

He should be an expert in sanitation. Teachers should be impressed with the importance of ventilation, a right temperature, and the proper degree of humidity. When the importance of humidity was called to our attention a few years ago, and our School Nurse made tests throughout our system, it was discovered that many of our school rooms were actually as dry as the desert of Sahara, a condition not conducive to health, nor to the best school work.

### Playground Activities

The superintendent should also be interested in the play life of his boys and girls. In every ideal school there will be some one who is capable of directing the activities on the playground. The superintendent should see that this side of the child's life is not neglected.

### Discipline

The superintendent is, next to the board of education, the highest tribunal in disciplinary matters. He should by authority of the board and in consultation with principals determine what disciplinary measures are permissible, and consult with teachers and parents when especially flagrant cases arise.

### Peace Maker

Occasionally the superintendent will find it necessary to exercise his good offices as a tranquilizer or peace-maker between factors in the school system which have

become estranged or irritated.

### School Buildings

The superintendent should know what is best in school buildings. It is not his province necessarily to be versed in the relative strength of materials, nor the comparative merits of the various kinds of construction, but he should know the proper size and shape of school rooms, the amount of space to be provided per pupil, the amount of light necessary in proportion to the size of the room, the direction in which the light may best reach the pupil, the best means of ventilation, the proper kind, location, and height of blackboards for different grades, the relative merits of wardrobes, cloakrooms, and lockers, what drinking fountains are sanitary, and why, the most restful colors for tinting the school room walls, proper kinds and colors of window shades, etc. .

### Reports

The superintendent should know how to devise the kind of reports from teachers, principals, and supervisors, that will give him the information he needs concerning the operation of the schools. These reports are valuable in proportion to their accuracy and the promptness with which they are made and delivered. A report which is valuable today may be comparatively worthless tomorrow or next week.

The board of education in turn may reasonably expect from the superintendent such reports as will give a bird's eye view of the school situation, and will show clearly what progress is being made.

### Records

From the various reports received at the superintendent's office should be selected the data which are of permanent value, and these data, tabulated when possible, should go upon record in a manner to make them easily accessible for future reference.

### Publicity

The public has a right to know what is going on in the public schools. This information should be presented in a fair, impartial manner. The superintendent is responsible for the assembling of data that will indicate the condition of the schools. This information should be accessible to the press if desired. It should be accessible to any patron of the schools if not published.

The judicious superintendent will quickly realize that the best supporters of the schools are those who know most about them and therefore best realize their needs.

### Summary

From the above it will be seen that the duties of the city superintendent are many. They differ materially with the size of the school system. The larger and better organized the system the farther the superintendent is removed from personal contact with the individual pupil and the individual teacher, and the more varied become his duties. Administration is demanding much of his time, and supervision is given over to a greater extent to special supervisors. More attention than formerly is given to Penmanship, Music, Art, Manual Training, Domestic Science, Physical Culture, etc., and the proper teaching of these subjects depends on frequent supervision by those who have had special training in them.

The following graph illustrates the plan of reorganization for the Boise Public Schools suggested by Professor J. B. Sears of Leland Stanford Junior University. It may serve as a suggestion for other systems, though it is not likely that any other would be the same in every detail. The system is based on the following enrollment and personnel:

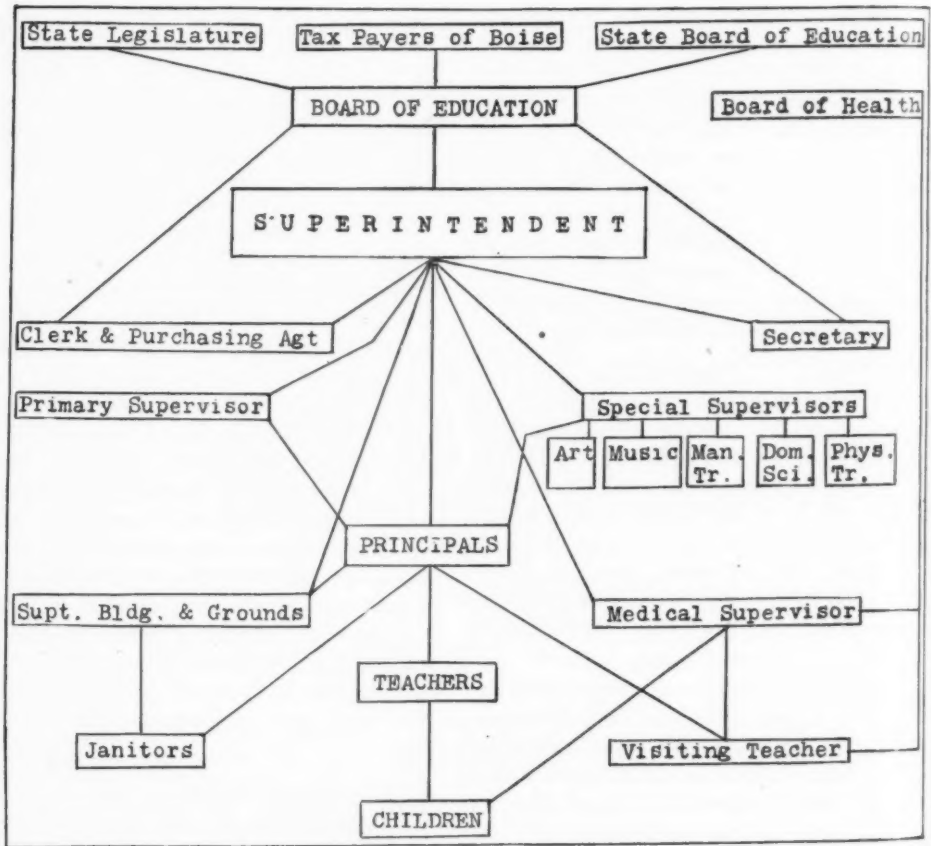
Total Enrollment 3193.

Number of Teachers and Supervisors  
128.

The present teaching staff:

- 1 city superintendent of schools
- 1 primary supervisor for grades 1 to 6
- 2 special supervisors, for art and music respectively

- 1 nurse or medical inspector
- 1 building inspector (part time)
- 1 high school principal
- 10 elementary teaching principals
- 34 high school teachers
- 74 elementary school teachers
- 2 special grade teachers
- 1 librarian.



#### NORTHWESTERN TEACHERS AGENCY,

BOISE OFFICE  
BOISE, IDAHO

UTAH OFFICE  
SALT LAKE CITY

CALIFORNIA & HAWAII  
BERKELEY, CALIFORNIA

THE LARGEST WESTERN AGENCY

FREE REGISTRATION

ENROLL AT ONCE FOR 1921-1922 VACANCIES

## George Sherwood Eddy

George Sherwood Eddy, a world figure in Christian leadership, delivered a series of lectures at Missouri University February 14th, 15th and 16th. It is the opinion of many that no one of the many notables

who have addressed the student body of this university has had the attention and interest from the students that Mr. Eddy received. His broad vision, his earnestness, his strong personality and most of all his message dealing with the fundamental problems of individual, social and religious life gripped his hearers and roused them to a high sense

of responsibility in the solution of the great problems of personal and social life.

Mr. Eddy has just returned from six months of work among the students of twenty countries in Europe and the Near East. After more than twenty years of work among the students of India, and later of Asia as a whole, Mr. Eddy was called to the war zone for work with the British Army in France, and later with the American Army after our entry into the war. In his recent journey across Asia and Europe, he found every country in the midst of some national crisis. He studied the social and industrial problem in Great Britain, visited the devastated regions of France and Belgium, and studied

economic and industrial conditions in Germany. He was with the Poles, in the battle before Warsaw, and the Russians of General Wrangel's army of refugees. He found Czecho-Slovakia a free republic of

eleven millions under their great President, Masaryk. He saw the starvation among the poor of Vienna, and the hunger of the student body. He studied conditions in Egypt during the present demand for independence. After visiting the new Jewish state in Palestine, he journeyed thru Syria and Turkey.

Mr. Eddy asked, "What is the present world situation?" The ultimate issue of the War was between autocracy and democracy, militarism and freedom, might and right. Now, in the period of reconstruction, the world is struggling blindly on toward the realization of those three ideals for which men fought—Democracy, Liberty, and Righteousness. There is an intensification of nationalism, of racialism and of class consciousness all over the world. We are in the midst of one of the great crises of all history, in a decade of transition, in one of the great migrations of the human spirit. Great as was the change produced by the French Revolution in France, so great will be the change for Europe and





the world after the present War. Just as the period of Robespierre, the Guillotine, and the Red Terror discredited France and threw England into reaction, so the present period of tyranny and the Red Terror in Europe is producing reaction. But when the smoke of battle cleared away and the ideal aims of Liberty, Equality and Fraternity, with a republican France and a freer Europe emerged, men realized the lasting gains of the French Revolution. So will it be after the great War in Europe, not only in the political sphere, but in the social and industrial realm. One sees the irresistible onward march of democracy in the world today. Following the Bourbons in France, the Romanoffs, the Hapsburgs, the Hohenzollerns—all the great autocracies of Europe have fallen, and a dozen free republics will emerge on the map of Europe.

The social and industrial problem will be the crucial question before Europe and America in this decade. Mr. Eddy showed how Britain is finding a solution for the industrial problem not by revolution. He showed how capital and labor are getting together. Under the Whitley Councils, covering already nearly 4,000,000 of labor, employers and employed have abandoned trench warfare and have come to-

gether around the council table for their mutual welfare. The Trade Boards of Britain have ended sweated labor and placed wages on legal sanction, lifting the standard of living for the workers of England. Instances were cited of how progressive employers and Christian labor leaders of England are coming together, building out two great arms of a cantilever bridge whereby Britain will pass over dryshod above the flood of revolution that is sweeping other lands, escaping, just as she did the political French Revolution, the violence which is sweeping Russia, and working out solution for capital and labor alike based on the principles of humanity.

Some solution must be found, however, in Europe and America. The vast congestion of wealth at one end of the social scale and of poverty at the other, the disinheriting of millions of men who are without a home, without land, without property, without tools, without a means of livelihood save as their casual labor is bought and sold as a commodity, has brought about conditions which imperatively call for a change. The social challenge of our day is to find a solution for this problem which cannot be evaded or escaped, either in America or in Europe.

#### THE TELESCOPE OF LOVE

When our lives are most abundant,  
When our pleasures are redundant,  
When the heavens are the bluest up above,  
When the bird songs are the sweetest,  
When fulfillment is completest,  
We are looking through the telescope of love.

The woman we adore most,  
The woman who is foremost  
In our visions and our dreams where'er we  
rove,  
Is the woman we shall cherish  
While the things of earth shall perish,  
For we see her through the telescope of love.

Our children are the brightest,  
And the care of them is lightest  
Of our multitude of burdens. We can prove  
That their blemishes are wanting,  
That their charms are rare and haunting,  
Just by looking through the telescope of love.

And when, at last, the flower  
Of our lives has quit the bower  
Of a blessedness our souls can but approve,  
We shall leave behind the bestial,  
We shall enter the celestial,  
Seeing all things through the telescope of  
love.

Isaac Newton Evrard,  
Marshall, Mo.



## National Conference of Music Supervisors to Meet at St. Joseph

All of the school people in Missouri should be interested in the Music Supervisors' National Conference which will be held in St. Joseph on the dates April 4 to April 8 inclusive. The leading authorities of public school music will be in attendance there. Many of them, of course, will be on the program. Music is a subject that needs promotion in Missouri, which fact makes this National Conference of more significance to us than it would ordinarily be.

Superintendents should attend this meeting as well as music supervisors for it is their business to keep up to date in this part of their work as leaders. A superintendent could attend this meeting and in four days get a digest of what is going on all over our country in this subject. There ought to be a real live supervisor of music in every school system in Missouri and there will be when superintendents, school

boards, and the people generally come to see the value of it. No more effective way of getting into the spirit that is back of music in our schools could be found than by simply attending the program of this Conference and listening to the biggest men and women in this field giving expression to their views.

The impression of Missouri which these supervisors take away with them is of no small consequence to our State. This impression cannot be as favorable as it should be if only specialists in music are in attendance. But if High School principals, superintendents, and school board members are in attendance in large numbers it will send these people back into all parts of our country saying good things about the progressive spirit of Missouri's school people.

Don't overlook this important meeting to be held in St. Joseph, April 4 to 8.

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## Community Associations Active

President Threlkeld has received information recently from several Community Associations and gives a brief digest of their reports. It is necessary to leave out a good many things that have been reported because of the lack of space.

"The Community Association No. 1 of Cape Girardeau has been doing some wonderful work from the start. It has been interesting itself in the formation of Community Associations; it has been promoting the legislative program of the State Association; last spring it carried on a very successful campaign for more school revenues for the Cape Girardeau schools. It uses a great deal of space in the local papers for educational propaganda; it keeps in touch with the other local organizations such as women's clubs, etc.; it puts out circular letters promoting the

ideal of higher professionalism among our teachers. It is indeed an active organization."

"The County Community Association at Charleston is actively promoting the health crusade, the hot lunch idea, and Red Cross activities. This Association has held frequent meetings for the discussion of plans for school and community problems. The Chairman reports interesting plans for the future."

"The Community Association at Lebanon reports that it is working to promote the interests of the County Unit Bill and other measures in the legislative program and it expects to petition its Representative and Senator for these bills."

"The Community Association at Hannibal has done some good work in getting teachers added to the force for the second semester

so that many of the half sessions which the schools were holding during the first semester have been lengthened to full day sessions. The Chairman reports that the Association is going to support measures of legislation in which we are all interested and that Hannibal has a one hundred per cent enrollment of its teachers."

"The Community Association at Princeton reports that it is preparing a petition to send to its Representative and Senator asking them to support the County Unit Bill."

"The Association at Palmyra is planning to hold a track and field meet this spring and also a speaking contest for all of the boys and girls of the County. The Chairman reports that this will be the means of getting the parents interested in the Community Association through the interest of the students."

"The Jasper County Community Association sent a copy of the program for its meeting of January 15, 1921. This program is too long to report here but it indicates that this is a real live Association that can be depended upon to do its part in every respect. The program makes the impression that this Association is a real professional organization."

"The report from Joplin enclosing newspaper clippings shows that this Association was very active in explaining the fifteen amendments to the voters of its community. The Chairman reports that "Our next program is to consider how we can best support community interests and make our organization a real force for usefulness."

"The New Madrid County Association sends a newspaper clipping presenting a program entirely too varied and extensive and detailed to be presented here. One thing in particular is that they are active in their support of the Southeast Teachers College in carrying on its work in the district and in securing the needed appropriation to cover its budget for the next bi-ennial period."

"The Chairman of the Association at Wayland reports that his Association has been actively promoting the health campaign in that County and that a large number of boys and girls have been given a physical examination by the local physicians and that all possible efforts are being made to see that defective children receive proper treatment. He says meetings are being held in the rural districts every three or four weeks."

"The reports from Vandalia says that they are planning a big meeting immediately not only of their own members but of patrons for the discussion of the legislative program. They expect to get an outside speaker and keep right after this program."

"The report from Dearborn has sent in several suggestions concerning provisions of the County Unit Bill."

"The Sedalia Association is engaged in a big project that is of statewide importance and at the same time of great local significance to Sedalia. It is the proposal to get an educational building for the State Fair. The Sedalia Community Association expects to go after this project in a big way and if it succeeds in getting the building it then wants the Community Associations all over the State to see to it that there are a sufficient number of educational exhibits to fill the building."

"The Chillicothe Association has cast professional dignity aside and is going to give an entertainment at a local theatre for the benefit of the Livingston County Memorial Library. The program will consist of a short play, several specialties, and will be concluded by a colored minstrel. All of the talent will be taken from the membership of the Association and all proceeds of the entertainment given to the Library fund. The legislative program and other matters of statewide importance have been discussed and the Association will petition the representatives of this section in its interests."

Mr. Threlkeld urges all to get busy at once and make our organization a going concern in every particular. He asks, "What chance is there to improve the educational opportunities offered to the boys and girls of Missouri if we who represent the profession of education fail to meet the responsibilities of leadership which belong to us?"

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A trouble can be remedied or it cannot. If it can be then set about it. If it cannot be, dismiss it from your consciousness, or bear it so bravely that it may become transfigured to a blessing.

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It aint no use to grumble and complain,  
It's just as easy to rejoice,  
When God sorts out the weather and sends  
rain,  
Then rain's my choice.—Riley.

## The Greene County Health Association Doing A Great Work

Through the kindness of Dr. Guy D. Callaway of the United States Public Health Service, Director of the Green County Health Association the teachers are given this report of that Association's work during the year 1920.

The work of this association is financed chiefly by local subscription which is supplemented by smaller amounts from the U. S. Public Health Service and the State Tuberculosis Association. The work was inaugurated in the fall of 1919 by public spirited citizens who had a broad vision of the possibilities of what a community could do for the improvement of the health of its people. How well they have succeeded is attested by the fact that the community supported even more generously in a financial way the second year of the work and by the facts in the following report.

Dr. Callaway states that the report does not begin to show the amount of work that has been necessary to get these things done.

The percentage of children with defects, and the nature of the defects are very much the same as have been discovered in other surveys. In regard to malnutrition in school children, it is seen that this condition is not peculiar to the larger cities alone. Here in Springfield, 27% of the pupils in 10 schools were 10% or more underweight. Most authorities regard a child as seriously underweight if he is 7% or more underweight.

Malnutrition is practically as prevalent in the rural children as in the children of Springfield. The 33 rural schools in which the children were examined and weighed were typical rural schools. No attempt was made to pick out those that were in the poorer sections of the county.

"The clinical work is the work that was done in the Health Center, or through the Health Center in the Woodruff Building. We have made it possible for any one to have an examination at the Health Center, but only people without means are treated. It will be seen that only a relatively small number have been treated.

"There are about 115 schools outside of the city of Springfield, and 25 of those schools have made some sort of sanitary improvements during the year. Some have put in sanitary toilets; others have made the toilets fly-proof; some have put in sanitary drinking fountains, etc.

"The thing that has impressed me, however, is the work in Venereal Disease Control. Last winter, I thought that if we treated 150 or 200 patients during the year, that we might be well satisfied, but there have been over 400 treated up to the present time. About half of them have been treated for syphilis, the others with gonorrhea and mixed infections. We have not tried to treat only the indigent poor, but have treated practically every one who applied for treatment and who needed it. If a patient, however, expressed a desire to pay for treatment and would go to a private physician for treatment, of course, he was turned over to a private practitioner.

"The treatment of Venereal Diseases is certainly a community problem and all cases should be treated regardless of their ability to pay for the same. We have some opposition from a few local physicians in regard to this principle, but I believe that most of them are coming around to our way of thinking. The attitude of the public, however, I think is causing this conversion. The informed public does not deem it sufficient to treat only the pauper

and the indigent poor; that class of people is not going to do serious damage in the homes of the well-to-do people. It is more often the person who could pay but will not go to a private physician and remain with him until he is cured.

"In my opinion Venereal Disease Control is one of the most important phases of Public Health Work at this time, and the success which these clinics, in various parts of the State, have had in the eradication of Venereal Diseases certainly proves that the Government Clinic is the best instrument that has been suggested.

The following is a more detailed report of the work in the schools:

#### I. Work With School Children:

##### 1. Medical Examination.

Number given medical examination	9327
Number found defective	7475
Number with defective teeth	5470
Number with enlarger or diseased tonsils	3506
Number with suspected adenoids	2147
Number with defective vision	915
Number with suspected trachoma	115
Number with chronic constitutional diseases (Heart Disease, etc.)	439
Number with skin diseases	209
Number with defective hearing	192

##### 2. Malnutrition in School Children:

Fifteen hundred fifty-three pupils in thirty-three rural schools were weighed since September 1, 1920. Of this number 26.4% were ten per cent or more underweight; more than one out of every four pupils suffering from malnutrition. There was a similar study made last spring of 3033 pupils in ten of the Springfield schools. Twenty-seven per cent of the pupils in these schools were ten per cent or more underweight, and forty-one per cent were seven per cent or more underweight. Poverty does not seem to be a very important factor in the production of malnutrition in this section. Improper food, irregular eating, physical defects, too much evening entertainment and insufficient sleep appear to be the principal factors. The survey shows that malnutrition is found not only among children in the larger

cities, but that as great a percentage exists in the rural communities and smaller cities.

##### 3. Mental Tests:

Group mental examinations were made in nine rural schools, Ash Grove schools, and four schools in Springfield, by representatives of the National Committee on Mental Hygiene. Over two thousand and pupils were examined.

##### 4. Corrective Work Following Examinations:

Number with defects corrected in full	937
Number of schools in which follow up work has been started	62

##### 5. Number of schools (rural and village) in which Modern Health Crusade was established 96 |

Number of pupils organized under Modern Health Crusade	3240
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##### 6. Number of Nutrition Clinics conducted for underweight school children 54 |

Number of mothers attending for special instruction	690
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#### II. Public Health Nursing:

##### 1. Number of visits by nurses to explain Infant Care 1528 |

##### 2. Number of visits to give prenatal and Obstetrical care 170 |

##### 3. Number visits to communicable diseases 306 |

#### III. Clinical Work:

##### 1. Number of babies examined in clinics by physicians 842 |

##### 2. Number school children and adults examined 270 |

##### 3. Number treated for minor ailments 75 |

##### 4. Glasses provided for 19 |

##### 5. Number cases of tonsils and adenoids removed 59 |

##### 6. Dental treatment provided for approximately 70 |

#### IV. Vaccination:

##### 1. Number of anti-smallpox vaccinations 38 |

##### 2. Number of complete anti-typhoid inoculations 85 |

#### V. Education:

##### 1. Number of talks to groups of persons 311 |

##### 2. Approximate combined attendance 14502 |

##### 3. Number of pieces of literature distributed 22145 |

#### VI. School Sanitation:

##### 1. Sanitary inspections 289 |

##### 2. Schools which have made definite sanitary improvements 25 |

## Visual Instruction

J. A. Koontz, A. M.

### Its Scope and Outlook for Schools

There is no other phase of educational procedure which holds such possibilities for good as visual instruction, and yet it is probably true that there is no other phase of educational procedure so loosely used or so little understood. To the popular mind, and, unfortunately, to the mind of a large percentage of teachers, the term visual education connotes some spectacular procedure which stimulates and excites. It means nothing definite, and consequently there is no analytical judgment.

Pictures make a deep impression on the mind, but we go far afield if we assume that merely showing pictures to pupils is educating them. Visual instruction must be subjected to the same scrutiny and must be measured by the same critical standards of sound pedagogy as other methods, and if it cannot justify itself in developing power as well as by imparting information, we should know it, for we must bear in mind that learning facts is not the whole of education.

### Proper Methods of Study

At the outset of this discussion, therefore, let it be understood as fundamental that whatever else visual instruction may or may not do, it must make for proper methods of study. If it does this, it accomplishes much in education; if it fails here its superior claims for imparting information have far less weight. It is the purpose of this article, therefore, to present, briefly, the scope and outlook of visual instruction in its several phases, and, in the light of true pedagogy, attempt to evaluate them.

### Picture Material

Maps and charts have come to be so universally accepted as necessary adjuncts to instruction that they may be eliminated from our present discussion, though in reality their extensive use is an acknowledgement of the effectiveness of instruction through the eye. This then leaves instruction through pictures for our chief consideration. Pictures may be classified, for our purpose, as photographs, stereographs, lantern slide projections, and motion pictures. All of these are being used more or less in the schools and should re-

ceive some consideration.

As geography was the first of the school studies to take advantage of the visual method through maps, so very early the geographer introduced the picture as an aid to the presentation of his subject. Then, one by one, writers in other subject matter recognized pictures as an essential means of gaining concreteness through sense perception, until now a textbook without pictures is hard to find.

### Importance of Sense Perception

"The child's whole mental life," says Bolton in his *Principles of Education*, "is determined and circumscribed by the range of his sense experience." Is he not right? Without sense perception not only would the lower powers of the mind be lacking, but the growth of the higher powers like judgment, reason, and volition would be impossible. Sense experience, it is true, comes to the child through all the senses—all are instruments for reaction, but of these the sense of sight is by far the greatest. We are told that of all our knowledge, from 80 per cent to 90 per cent comes through the sense of sight. In a commendable effort to supply this fundamental need for concreteness, for sense perception, publishers have been putting more and better pictures in school books to illustrate subjects treated. There can be no doubt that by means of the right kind of pictures pupils can be given a more thorough knowledge of any subject, and given it in a much shorter time than usually is required. As Dr. T. DeWitt Talmage puts it, "The picture is the quick, it is the intense way of presenting a truth."

### Book Pictures Not Sufficient

The wide-awake, progressive teacher of today realizes, however, that the small flat pictures of the text book, even at their best, are unsatisfactory; that they fail utterly in filling the wide gap that separates the printed page from the actualities of the outside world. Teachers, therefore, when possible resort to other means for concrete illustration. They find the projection lantern and the stereoscope important mediums of visual in-



struction. With the projection lantern the pictures are large and can be seen by every one in the room. The attention of every member of the class can be directed to the same thing at any moment. But this picture still lacks the accuracy of binocular vision.

### The Stereograph

Now, proficiency depends upon vivid picturing. A picture should grasp the child's attention and interest so forcefully that he will project himself into the pictured situation, and think and feel as though he were an actual part of the situation portrayed. How may this be done? Dr. Frank M. McMurry says, "The best substitute for a real object is undoubtedly the stereograph, which gives a life-size representation with an abundance of detail which rivals nature itself." Dr. J. Paul Goode tells us, "The finest service yet rendered in the school room has been done by the stereograph. The photograph presents but two dimensions, but the stereo-camera and the stereoscope work a miracle! They supply the actuality of binocular vision, and the third dimension is presented to the eye in vivid reality. The person who looks through the stereoscope looks upon the real mountains, looks into the depths of the real canyon; looks upon the actual cathedral."

Unquestionably, for intensive study, the stereograph has advantages peculiar to itself, and superior to any other illustrative means. It is convenient for individual pupil study under any and all conditions, and nothing else so successfully produces the mental impression of seeing the object or thing itself. No mere picture lacking the third dimension can really link the child up with the place and present the actual truth. Dr. McFarlane says "With the mind of the child open and receptive, the intense reality of the stereographic presentation insures that the first ideas and concepts formed will be accurate, vivid, and permanent."

### Definite Plan Essential

It is important to note here, however, that merely showing pictures, even stereographs, is not visual instruction in the true sense. The material for use must be organized, classified, and conveniently filed, so that it may be shown for a definite purpose, using at a given time only the particular view or views which are necessary to give vividness and clearness to the topic in hand. Pictures must in no sense be used as entertainment, but

only as an aid to study. Such a system of visual instruction must conform to the regular course of study. It must not be a separate school assignment, but simply a means to an end—a more effective means of mastering the respective subjects. It must visualize and vitalize the daily program. It must be an organized unit system, and this organized unit system must remain in the school building so that each and every teacher may have at hand exactly the view needed day by day to vitalize the topic under consideration. It should be used at the time when the child's interest is greatest, when he will most readily grasp and fix the ideas presented, namely, during the study period. It is the use, and not the abuse, of the picture that makes it effective.

So used, the stereograph will enable every pupil to get a firmer grasp, and a more comprehensive view of subject matter, and at the same time reduce the time required in the accomplishment of a given task. Furthermore, the study of definite views and the reading of vivid descriptions of them develops the habit of calling up mental pictures corresponding to the language used, and thus manifestly improves the method of study. In this it stands in marked contrast to any procedure which places before the child a large number of picture situations in one lesson and gives no opportunity for concentrated study or self-expression. Having received the proper impression, the child should always be given an opportunity to give expression to what he has seen and learned in the stereograph as surely as to what he has seen in his text book. The text book and the picture material should be in perfect harmony. In truth, properly arranged pictures become textual matter.

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Tick, tick, man, be quick  
There, you lost a precious minute—  
What a superb chance was in it;  
I am El Dorado—mine me,  
Virgin hordes of fortune line me.  
With my lavish hands I measure  
Fame and strength and joy and treasure.  
You are late—You've missed your date.  
Fool, I'm time—I never wait!

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Is it because the State has failed to educate the Legislature that the Legislature seems reluctant to educate the State?—G. D.



## Constitutional Convention Committee Writes Teachers

St. Louis, Mo., Feb. 8, 1921.

Fellow Teachers:

No doubt you know that the teachers of Missouri through the State Association have been the most consistent and persistent advocates of a new constitution. For ten years the fight has been carried on in large part by this agency, both in propaganda and in funds. We are now at a place where the constitutional convention may be possible, provided we get over the next "hurdle" which is the election to be held in August. To do this we will need the co-operation of all the teachers of the state in terms of personal work and a contribution for carrying on publicity. You are familiar with the result of the work of the New Constitution Association last November. Under the leadership of your Constitutional Convention Committee you co-operated in securing the adoption of an amendment to the State Constitution designed to break the deadlock into which we had fallen and to make other desirable changes.

In August, 1921, the people of Missouri will vote on the question of calling a constitutional convention. If they vote favorably, the Governor will call for an election of delegates and in due time a new constitution will be framed, to be submitted to the people for their approval or rejection.

The adoption of a new constitution by Missouri is now within reach if those who believe that we ought to have one are vigilant and aggressive in securing a favorable vote. The teachers must again take the lead in financing this campaign. Your Committee has been asked to raise from the teachers of the

state one-sixth of the amount. Under authority of the Assembly of Delegates, M. S. T. A., Kansas City, November, 1920, your Committee is asking the teachers of the State to pay an assessment of one-tenth of one per cent of their annual salary this year—that is, one dollar for each thousand dollars.

While the new constitution is of vital importance to the state as a whole, probably no one group of people in Missouri is so much interested as the teachers. We should look upon our contribution as "bread cast upon the waters" and hope that the returns will be many times the cost. What we have done and will do makes evident that the teaching body deserves better support than ever. Already we have gained in public esteem. Let us "not be weary in well doing." Your Committee trusts and believes that you will respond readily to this call to support in a financial way the campaign for a new constitution.

This call is addressed to city and county superintendents, to heads of institutions and to the Chairmen of Community Teacher Associations who are requested to collect the levy and to determine the proper channel for its transmission to the Secretary-Treasurer of this committee.

Levy to be paid after March 1st. By order of the Executive Committee, M. S. T. A.

Very sincerely,

W. H. Black  
W. S. Dearmont  
I. I. Cammack  
Martha M. Letts  
C. A. Phillips  
Wm. P. Evans

## Items of Interest

### WORTH PASSING ON

Prof. Geo. R. Johnson, whom many readers will remember as Professor of Education in the Warrensburg State Normal School, now principal of the Adams School, St. Louis, has successfully worked the following

rather unique plan: Having purchased a projection lantern and an organized set of stereographs and slides for use in his school, he issued the following ticket, which pupils sold to their parents and friends:

Adams School Benefit

Admit One

Price 25c

Thirty rooms will each give a Class Program prior to Feb. 1, 1921, for the benefit of a fund to purchase Keystone Pictures and Lantern Slides. Time and place of each program was announced by the pupils giving it. This ticket admits to any one of the thirty programs."

The programs referred to consisted of regular school work—the culmination of some school project. In most cases stereographs had been used in daily preparation of related school topics in history, literature, geography or some other school subject covering several days' work. Then the completed topic was presented by the pupils through lantern slides, duplicates of stereographs, previously studied, thus making a delightful program.

Prof. Johnson says: "It was not only a success financially, but what was more important, it brought several hundred patrons to the school who otherwise would not have come. They saw the kind of work we were doing, and all went away boosters."

**Mrs. Velma Ealy** of the Southeast Missouri Teachers College has gone on leave of absence to Teachers College, Columbia University, New York. Mrs. Ealy is a member of the training school faculty at Cape Girardeau.

#### SUMMER EMPLOYMENT FOR TEACHERS

Territory now being assigned for sale of Waterbury heaters, closets and fountains, Superior School Furniture and Supplies.

Write us, giving qualifications and territory desired.

**SUPERIOR SCHOOL SUPPLY CO.**  
16th and Walnut Street, Kansas City, Mo.

In order to promote athletics in the rural schools, a County Athletic Meet to which all rural schools in Jasper County are eligible, is being planned by County Secretary, L. E. Riley. The Meet will be held at Lakeside, Saturday, April 9th, with the following events for boys: 100 yard dash, a running high jump, standing broad jump, and hop, step and jump; for girls, a fifty yard dash, a three potato race, and a base ball throwing for distance. The following rules are to govern the contest.

1. Each school may send five contestants and an additional contestant for each five pupils in the school above the fourth grade.

2. Each boy contestant must participate in every event for the boys, and each girl contestant must participate in every event for girls.

3. The score will be based on an age and weight table worked out by the International Y. M. C. A. Committee. The total score of each school divided by the number of contestants will be the average score of the school. The school having the highest average score wins.

4. Preliminary meet will be held by each school two weeks prior to the County Meet.

5. Schools desiring to enter the County Meet will register with L. E. Riley, County Secretary of the Y. M. C. A., Webb City, not later than March 15th, stating number of contestants. The registration fee will be fifty cents for each school to cover cost of printing cards and other necessary expenses.

Schools desiring help in training for the Meet will also notify L. E. Riley of the County Y. M. C. A. A limited amount of help can be given and schools making application first will be handled first.

## STATE TEACHERS COLLEGE Warrensburg, Missouri

1. Is typical of the best teachers' college of the United State. Opened its doors in 1871; has trained over 57000 students, enrolling 1518 last term.
2. Now has new fire-proof buildings, fan-heated in winter and fan-cooled in summer. Owns a demonstration farm and possesses well equipped laboratories.
3. Its Faculty of fifty men and women guarantee graduates good positions.
4. Spring term begins March 8, 1921.

G. E. HOOVER, Registrar.

E. L. HENDRICKS, President

C. A. PHILLIPS, Dean.

### CENTRAL MISSOURI STATE TEACHERS' COLLEGE CELEBRATES SEMI-CENTENNIAL

The Central Missouri State Teachers' College, at Warrensburg, Missouri, celebrates its semi-centennial June 28 with a big homecoming. During these fifty years, more than 57,000 students have attended the institution, and 9,000 diplomas and certificates have been granted.

When the General Assembly approved a Second Normal School District, March 20, 1870, the controversy arose as to where the new school should be located. It was finally announced on April 27, 1871 that Warrensburg, the county seat of Johnson county, had been selected as the home of the new State Normal School.

Immediately after this announcement, the people of Warrensburg and Johnson county voted municipal and county bonds to the amount of \$173,000 which was to be used in the erection of a building for the school. Seventeen days after the selection of a location of the school, May 10, 1871, a summer session or teachers' institute was opened in one of the ward schools of the city. This session was opened for the purpose of getting the school started at once. The faculty was composed of three members, with Dr. George P. Beard as its first president.

The Warrensburg State Normal, as the other Normals of the State, had its struggles, but its growth and development was steady and dependable. The fire of March, 1915, was a great disaster to the institution and temporarily hindered its progress, but the firm foundation of determination, on the part of its faculty, students, and alumni, upon which the institution had been built could not

be shaken. Gradually, it was rebuilt, and now five buildings border the wide quadrangle. In 1919, the General Assembly changed the name of Warrensburg State Normal School to the Central Missouri State Teachers' College which gave it a more mature and imposing name, and it has measured up to the standard of senior colleges in every way. Six men of the faculty have doctors' degrees from various institutions of the country, among which are Harvard, Cornell, Vanderbilt, and graduate work in Cambridge University, England.

Ready Now—

### MIDWAY READERS

A Series of Story Readers for the development of SILENT READING in the intermediate grades

By

Sophia A. Miller

and

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Former Chief Inspector of Schools, Toronto  
Author of "Teaching to Read"

The aim of the series:

1. To bridge the gap between the fairy story and folk lore of the primary grades and the formal classics of the grammar school; and to create in the minds of the children a literary atmosphere such as will aid in the interpretation of the classics in the grammar grades.

2. To put into the hands of the pupils of the intermediate grades material of ethical value for character building.

3. To furnish attractive material organized in a form that is usable and interesting, for the development of SILENT READING.

Book One	-	Fourth Grade
" Two	-	Fifth "
" Three	-	Sixth "

### THE A. S. BARNES COMPANY

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CHICAGO

NEW YORK

## George Peabody College For Teachers

NASHVILLE, TENNESSEE

### Summer Quarter

First Term, June 8-July 13; Second Term, July 14-August 26

In order to make this summer quarter the best that the college has ever had, the great number of courses ordinarily given, has been greatly increased both in the undergraduate and graduate group. Some of these may be just what you need. Write for our Summer School Announcement now.

While the alumni of classes prior to 1915 will miss the old vine covered halls of earlier days, and many of the "memory spots" on the campus, it will still be a gala day for home-coming alumni when that expected June day arrives.

#### WITH THE PARENT-TEACHER ASSOCIATION

The Laws of Missouri Relating to Women and Children formed the basis for discussions in the January meetings of the Parent-Teacher Associations throughout the State. This seemed particularly appropriate since many of the women of the Association are now busy with the legislature in the securing of the passage of additional measures for the welfare of the children and of strengthening those already on the Statutes. In order that the people of the State may know what our existing laws in this field are and lend their aid in their enforcement the following review of these laws is given. The compilation was made by Miss Essie Heyle, of the University of Missouri and Chairman of our Home Economics Division.

#### Bills Relating to Education

House Bill 54, The Compulsory Attendance Law, provides that every parent or

guardian shall be responsible for the regular attendance of all children at school who are between the ages of 7 and 14 and for the regular attendance of every child between the ages of 14 and 16 who is not regularly and actually engaged at least six hours a day, in some useful employment. Exceptions are made only for children who are mentally or physically unable to attend school or who have finished the common school course. Provision is made for an attendance officer who is given ample authority to enforce the law. This bill also provides for part-time instruction of children under sixteen who are regularly employed and for those under 18 who have not finished the common school course in all school districts that have established course in general continuation schools. These schools are in part supported from the money of the Smith-Hughes fund. Another bill provides that any district having as many as twenty-five children between the ages of 14 and 16 who have been granted employment certificates may establish a part time school and that these children shall attend the schools without loss of salary. Money for these schools is provided by the state and nation through the Smith-Hughes fund. Bulletins fully explaining this work

## TEACHERS WANTED

We secure better positions at better salaries than can be secured by individual efforts.

Calls come to us from every section of the country.

### Enroll Now for a New Position

No registration fee unless placed.

**Central Educational Bureau**

**W. J. Hawkins, Mgr.**

824 Metropolitan Bldg.

ST. LOUIS, MO.

## Missouri Valley Teachers' Agency

### Free Enrollment

Increase your salary for the coming year by enrolling in the Missouri Valley Teachers' Agency.

Full services of two offices—same as two agencies—at your disposal.

We recommend teachers only on request. Only one teacher recommended for each position.

Free service to schools.

Offices: **KANSAS CITY, MO.**  
**DENVER, COLO.**

# TEACHERS WANTED!

## Cline Teachers' Agency .

*All Offices Work for You Free Until  
You Are Placed*

COLUMBIA, MISSOURI CHICAGO, ILLINOIS  
BOISE, IDAHO SAN DIEGO, CALIFORNIA

**Enroll Now - Hundreds Needed**

ARTHUR B. CLINE, Manager

**Fill in Blank and Mail to the Office You Are Nearest**

Date .....

I hereby apply for a position thru the Cline Teachers' Agency and agree to pay the agency 5% of my first year's salary, if I accept a position thru its service—commission to be paid out of first and second month's salary—

Name ..... Present address .....

Home address ..... age ..... height .....

Weight ..... Married? ..... Certificate Held .....

My education is as follows (give details) .....

My experience is as follows: .....

Kind of position wanted .....

College hours credit in subjects I am prepared to teach:.....

I refer you to the following people:

Name	Position	Address
.....	.....	.....
.....	.....	.....
.....	.....	.....

Locations preferred: .....



may be secured from the Federal Board for Vocational Education at Washington.

House Bill 48 provides that in a district containing ten or more children that are blind, deaf, crippled or feeble-minded the board of education shall provide special classes for such children and transport them when necessary. If no such classes are provided and if the children do not receive proper home instruction then the State Board of Charities shall see that proper instruction is provided the county paying the bill if the pupil cannot. School directors are required to find annually the number of such children in their district. Another bill provides that a deaf person under twenty-one years of age, capable of being instructed, shall be certified to the State School for the Deaf at Fulton, and if necessary the county shall pay for the clothes and travel of such person, up to \$60 so that he may go to school.

#### Bills Relating to Child Labor

House Bill No. 50 prohibits the employment of children under fourteen years of age, except during vacations or hours when

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schools are not in session, except on the farm and in the home. Another bill provides for the protection of children under 16 years of age by prohibiting their employment with power machinery or where dangerous chemicals are used or in places conducive to immorality.

#### Bills Relating to Health

The Legislature of 1919 created a department of Child Hygiene to be under the general supervision of the State Board of Health. Among the duties of this department are: Issuance of literature on care and hygiene of children, the study of the causes of infant mortality and the prevention of the diseases of childhood, supervision and regulation of the physical inspection of school children, supervision of sanitary and hygienic condition of school buildings and grounds. Provision is made for the enforcement of the rules of the State Board of Health by authorizing the County Courts to select and endorse to the State Board of Health a reputable physician for appointment by the board as deputy State Commissioner of Health for that county.

#### Some Things to Do as an Association and as Individuals

(1) Find out how many children of school age are not in school. Report these cases to your town or county attendance officer. See how many children not of compulsory age you can persuade to go on with their education. (2) See if there are deaf, crippled, blind or feeble-minded children in your district not being educated. If such are found get in touch with the proper authorities to see that provision is made for them. (3) Get in touch with the health commissioner of your county, find out what he is doing and what you can do to help him. If you are entitled to a part-time school write to the Director of Vocational Education, Jefferson City, Mo. (4) Find out if the Child Labor laws are being enforced in your county or city. If not write to the State Factory inspector, 1037 Boatmen's Bank Building, St. Louis. (5) Use your influence to have the present Legislature appropriate enough funds to carry on the work of the Department of Child Hygiene. The last legislature did not appropriate any money for this work.

MRS. WARD MORGAN,  
State Press Chairman, P. T. A.

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## RESOLUTIONS OF TEXAS COUNTY TEACHERS

Whereas, the high cost of living during the past few years has so reduced teachers' salaries below the living wage, while the wages of a large majority of occupations have increased 100 per cent, and whereas, because of this fact, thousands of Missouri's best trained and experienced teachers are going in to other states, to teach or are leaving the profession entirely, and the lethargy of our state officials has permitted our state, which ranks seventh in wealth, to rank 34th in education, with a good chance to drop still lower in the list of 48 states in the near future, we are in the midst of a crisis that threatens the very foundation of our school system and hence inevitably our government.

Therefore, we, the teachers of Texas County, in response to a call of the teachers of the state, do hereby organize an association which shall be known as "The Texas County Teachers' Community Association," with the following objects in view:

1. To give greater unity of action among teachers.

2. To give publicity to the urgent needs of the teaching profession.

3. To secure salaries adequate to meet the increased cost of living.

4. To secure legislation needed to guarantee better educational opportunities for the boys and girls of Missouri.

5. To co-operate with the Missouri State Teachers' Association in establishing and maintaining professional standards for teachers as the other professions maintain their standards.

6. To promote in every laudable way the general welfare of the teachers and their profession.

7. To promote professional growth of teachers, and encourage educational progress.

Therefore, we adopt the following resolutions and pledge ourselves to stand firmly by them:

1. Salaries—We adopt as our standard the salaries as set forth by the State Teachers' Association and our honorable State Superintendent of Schools as the minimum wage that teachers should receive and towards which we pledge ourselves to work as nearly as possible during the year 1921-22.

2. Conditions demand and we firmly assert that we will comply with the following:

1. Not to teach any school for less than

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the minimum salary per month allowed under the existing law.

2. Not to teach any school for less than the minimum \$80 where the law will allow and the district's funds will permit.

3. Not to sign a contract to teach in a district until we have ascertained the amount of money the district is able to pay that we offer to teach.

4. That should the school be closed during the term by the authorities on account of any contagious disease, the district must lose the time.

5. That we will not contract to teach in any graded school or approved High School for less than the minimum wage adopted by the State Teachers' Association, unless the maximum levy will not allow.

6. We further resolve that in case of an emergency we will present the matter to our association or its officers before acting.

7. That we will keep in touch with the chairman of our Association and notify him as soon as we contract for a school, stating salary and length of term.

8. That any member of this Association not complying with its provisions shall be considered unprofessional.

10. That any teacher who aims to teach

in Texas County and who does not respond to the County Superintendent's call to attend our August Plan Meeting shall be considered unprofessional.

11. We earnestly request that the County Superintendent do not renew the certificate of any unprofessional teacher.

12. We insist that the County Superintendent do not grant specials to inexperienced eighth grade teachers or to teachers crossing into Texas county from adjoining counties to teach.

13. We recommend that all weak districts with less than 15 pupils disorganize at the April school meeting and attach to some adjoining district that their children may have better school facilities.

14. We ask that the State Board of Equalization leave the assessed valuation at least as high as our county officials report, that the revenues and conditions be made no worse for 1921-22.

15. We hold that the school laws of Missouri under the present conditions are prohibitive of educational advancement. That we view with alarm the rapid increase of untrained third-grade teachers and assert that the people and the laws and not the teachers are responsible for the poor conditions;



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therefore, we, as a teacher body, indorse the passage of the 5th and 15th Amendments to be voted on at the election, November 2, 1920.

16. We earnestly insist that the teachers' salaries must be raised to comply with the previous clauses and amendments as set forth in these resolutions if the standard of school efficiency is to be maintained or their efficiency is to be increased.

17. Further be it resolved, that we have these resolutions published in all of the county papers for the purpose of getting fully and plainly before the public our views on the educational outlook.

R. E. BARNARD, Chairman.  
SELMA HOWARD, Sec.-Treas.

### PROMINENT EDUCATOR OF WASHINGTON, D. C., TAKES UP WORK IN MISSOURI

Stephens College has secured the services of Miss Jessie L. Burrall of Washington who commenced her work in February of this year. Miss Burrall has for the past five years been connected with the National Geographic Society as Associate Editor of the National

Geographic Magazine and Chief of the Division of School Service. She is also one of the two joint authors of Pictorial Geography, a publication of the society. Before working on the staff of the Geographic Society, Miss Burrall was engaged in teaching, having been a member of the faculty of one of the leading normal schools of the country.

She comes to our State as director of religious education for Stephens' College and, incidentally one of the highest paid women of the state, receiving, it is understood, an annual salary of \$5,000 with annual increments until the sum will reach double that amount.

Miss Burrall's aim is, first, to make religion a normal part of the student's everyday life. She believes that each individual's religious life is at least as important as her mental and physical life and that it needs daily nutriment and exercise if it is to be a vital force, as it should be, in the full development of the personality; second, she will, through regular courses of instruction, teach the Bible, not as literature or theology, but as the rule and guide of faith and practice, as a spiritual foundation for daily Christian living and to furnish the necessary back-



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ground for work in young people's societies, the organization of Bible study classes, Sunday school, work and recreational features of church work. These two features of Miss Burrall's work will apply to all the student body. The third division of work will have to do with those students who desire to specialize in religious work as their life calling.

In addition to her work in the college she will give Thursdays, Fridays and Saturdays to extension in the State, doing for groups in various communities similar work to that done in a more thorough way in the school,

developing Christian leadership among the girls.

The Washington Times in commenting on the loss of Washington in her coming to Missouri says, "The Sunday School Class which Miss Burrall organized with six girls in 1917 now has grown in size to 1,600 and includes girls from seven denominations. It is the largest girls' Sunday school class in the world."

A creditable weekly newspaper is being issued by the pupils of the Lucerne high school, which in addition to being a good

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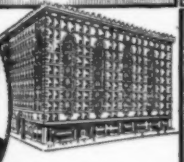
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country paper, illustrates the ability of Superintendent Chas. W. Dunn, to see an opportunity for service to his community coupled with a school activity. When Mr. Dunn took charge of the school, last September, he found that the local paper had just succumbed. He immediately took steps to secure the equipment and to organize his student forces to take the paper over and to continue it. The "Lucerne School Life" serves the community as a local paper, to all appearances, fully as well as though it were owned and edited by a regular newspaper man, and to the students who compose the entire staff, it furnishes a real community activity that gives them actual work in problems of citizenship, English and business which is far superior to any "book" course that might be devised.

#### OFFICERS—DISTRICT ASSOCIATIONS OR DIVISIONS, 1921

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Division 2: Central Missouri Teachers' As-

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sociation, Warrensburg: President, W. M. Oakerson, Jefferson City; 1st Vice-President, Miss Martha Letts, Sedalia; Secretary, Virgil Payne, Harrisonville; Treasurer, G. E. Hoover, Warrensburg; Managing Secretary, C. A. Phillips, Warrensburg.

Division 3: Southeast Missouri Teachers' Association, Cape Girardeau: President, E. O. Wiley, Fredericktown; 1st Vice-President, Mrs. C. E. Smith, Bloomfield; 2nd Vice-President, P. J. Stearns, New Madrid; 3rd Vice-President, S. O. Holloway, Poplar Bluff; Secretary, and Treasurer, Jephtha Riggs, Cape Girardeau.

Division 4: Southwest Missouri Teachers' Association, Springfield: President, J. G. Pummill, Seneca; 1st Vice-President, R. V. Cramer, Lebanon; 2nd Vice-President, Roy R. Evans, Greenfield; 3rd Vice-President, Miss Lillian Paxton, Pierce City; Secretary, Miss Anna L. Blair, Springfield; Railroad Secretary, W. Y. Foster, Springfield; Treasurer, J. F. Montague, Republic.

Division 5: Northwest Missouri Teachers' Association, Maryville: President, Miss Myrtle McPherron; 1st Vice-President, George Somerville, Hopkins; 2nd Vice-President, O. G. Sanford, Trenton; 3rd Vice-President, S. C. Richeson, Tina; Secretary, C. A. Hawkins, Maryville; Treasurer, E. O. Harvey, Chula.



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Division 8: **St. Joseph Division:** President, John W. Thalman, Board of Education, St. Joseph; Vice-President, Miss Fannie Brennan, Webster School, St. Joseph; Secretary and Treasurer, Miss Lena Juda, Longfellow School, St. Joseph.

County superintendents who are doing things are always busy people. To this class belongs County Superintendent Elmer H. White of Lafayette county. There are more than two hundred teachers in this county and Supt. White visited every one of them before the holidays. He now knows the teachers that are especially in need of help and he plans to give this in his follow-up visits. While the greater part of his time

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Other interesting announcements relative to changes in the College faculty will be made through "School and Community" from time to time.

**JAMES M. WOOD, President**  
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must be spent with rural teachers, he is also vitally interested in building up strong high schools in the smaller towns. To this end he is keeping in close touch with them and giving every help and encouragement possible to school boards as well as to teachers. Wide-awake capable teachers have a welcome to this county.

### 60,000 SCHOOLS HIT BY TEACHER SHORTAGE

Washington, Feb. 19.—"More than 18,000 schools in this country were closed last year for lack of teachers.

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In other words, the pupils who should have been attending 60,000 schools either got no education or education under the handicap of poor teaching.

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#### THE PRINCIPALS OF HUMAN GEOGRAPHY,

Huntington & Cushing. 8 vo. Large. John Wiley & Sons, New York, 1920

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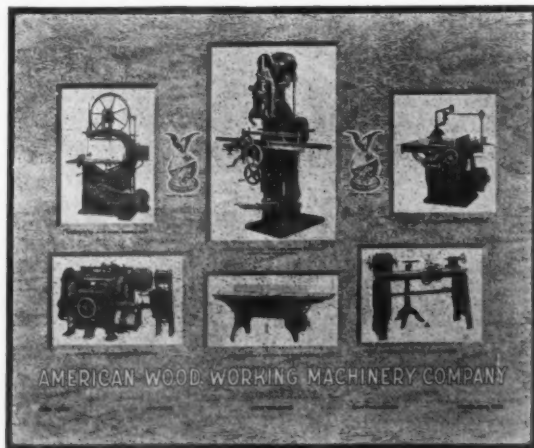
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The book is well illustrated with new and instructive graphs and pictures, and contains an excellent bibliography of teaching helps such as, general references, books for teachers, and maps. At the close of each chapter is found a wealth of suggestive problems and exercises which may be used in laboratory work.

The text contains ample material for a year's work in Senior High Schools and Junior Colleges, or for a semester's work in Normal schools and Senior colleges. Geography as presented in this new book becomes a vital, interesting, subject, and the work deserves careful consideration by Superintendents and geography teachers in general. It is a decided step forward and goes a long way in solving the vexatious problem: What to teach in Geography.

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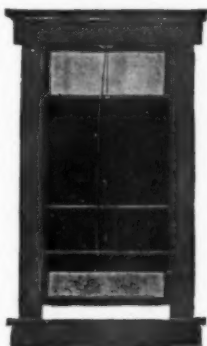
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## *A Baking Powder Bread Page*

*Chicago, March 1, 1921*

### TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

Who hasn't heard of the way Grandmother made the bread generations ago, using home-made yeast or "salt rising" with the dough set in a warm corner near the fire-place to "rise" (or not to "rise"! ) over night. The more modern way is the "Baking Powder Way," It's more certain, time-saving, fuel-saving, trouble-saving. Here are just a few Calumet "Reliable Recipes" that have been tested and re-tested in laboratory, home and school.

#### **Baking Powder Bread**

4 cups flour	6 level teaspoons Calumet Baking Powder
1½ teaspoons salt	2 cups milk
1½ level tablespoons lard	

Sift baking powder, flour and salt together. Add milk and melted fat and mix. Work into loaves, pan and bake in hot oven 30 minutes. Graham flour may be used instead of white flour.

#### **Raisin Bread**

Same as for Baking Powder Bread, but add:

¾ cup sugar  
1 cup raisins

Add the sugar with the flour and add the raisins when partly mixed.

#### **Calumet Colonial Bread**

3 cups sifted flour	½ cup chopped raisins
3 level teaspoons Calumet Baking Powder	1 mixing spoon sugar
1 level teaspoon salt	1½ cups sweet milk
	½ cup chopped nuts

Sift flour, baking powder and salt together three times, add the other ingredients and mix thoroughly with a spatula or the rounding side of mixing spoon. Put in ungreased pan and bake one hour in slow oven. It makes much better bread if baked in the round corrugated pans.

#### **Nut Bread**

1½ cups sifted white flour	1 level teaspoon salt
1½ cups sifted whole wheat flour	2 teaspoons sugar
½ cup chopped nut meats	1¾ cups sweet milk
3 level teaspoons Calumet Baking Powder	

Mix and bake the same as Colonial Bread.

#### **Steamed Graham Bread**

3 cups Graham flour	2½ cups of milk
1 cup bread flour	2 teaspoons salt
4 level teaspoons Calumet Baking Powder	1 cup molasses

Measure the flour after sifting. Add salt and baking powder and sift three times. Add molasses and milk. Turn into a well-buttered steamer and steam 3½ hours. The water must boil constantly during the cooking.

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*Columbia, Mo.*

EXTRA EDITION

*Legislative Number*

## The County Unit Bill

Why a Reorganization of the Rural  
Schools is Necessary

The Aim of the County Unit Bill

Its Essential Provisions

Objections Answered

FEBRUARY 5, 1921

## The County Unit Bill

### WHY A REORGANIZATION OF THE RURAL SCHOOLS IS NECESSARY

All fair minded persons will admit that the children in the rural districts are as justly entitled to a good common school and high school education as are the children in the cities and towns; that the children in one county should have the same educational opportunity as those in another county; that the children in one district in a county should have the same opportunity as the children in another district in the same county.

This conception of equal educational opportunity is the only possible conception of education in a democracy. We must guarantee to all an unfettered start and a fair chance in the race of life. Our place in the nation, the happiness of our people and the perpetuity of our free institutions all depend upon the opportunity for education provided in our schools. In our state we are a very long way from the realization of this ideal.

Our children do not have anything like equal educational opportunity; they have never had it and they never can have it until we completely reorganize our rural school system.

### A COMPARISON OF EDUCATIONAL OPPORTUNITY IN THE TOWNS AND RURAL DISTRICTS

A comparison of the town and city schools as a class with the rural schools as a class will show that in the year 1918 the rural child's opportunity measured in possible days attendance was just a little less than one-half that of the city child. The city child had the opportunity to attend school 173 days a year for twelve years, a total of 2076 days; the rural child could attend 128 days for eight years, a total of 1004 days. Is this equal educa-

tional opportunity? (69th Report)

This inequality of opportunity as measured in possible days attendance, is by no means the *only* inequality. The towns have very much better buildings, better equipment, better educated and more experienced teachers. Of all the teachers who are high school graduates the city has 75%. Of all those who have had no high school training the country has 78%. Of all normal school graduates the towns have 82%. Of all teachers having ten years experience or more the town has 80%. The country has 75% of all the beginning teachers.

It should be noted that these inequalities are not due to any great difference in wealth for if we omit the cities of St. Louis and Kansas City from the list, the assessed value per child is much the greater in the rural districts.

In the light of these facts it is easily understood why the average attendance is better in the towns, why the number completing the elementary school course is much larger. It is also possible to see a very good reason why thinking parents should want to leave the country and move to the town.

### A COMPARISON OF EDUCATIONAL OPPORTUNITY IN ONE COUNTY WITH THAT IN ANOTHER COUNTY

The assessed valuation per child in average daily attendance varies from \$7382 in St. Charles County, \$6690 in St. Louis County, \$5590 in Atchison County, \$5588 in Mercer County and \$5577 in Caldwell County to \$1630 in Dunklin County, \$1529 in Wayne County, \$1491 in Wright County and \$1455 in Butler County. Thus it will be seen that one county has only one-fifth the ability to educate its children as another county.

in nearly everything else. Why not in the schools? Are the children of Missouri not her greatest asset? Should they not have the BEST? Shall we do less for our children than Utah does for hers? Shall we do less than California and Arizona? We shall unless we improve our present school system. UP TO DATE NO ONE HAS OFFERED ANYTHING BETTER THAN THE COUNTY UNIT.

#### THE AIM OF THE COUNTY UNIT BILL

The aim of the county unit bill is to equalize educational opportunity, to guarantee insofar as is possible under present constitutional provisions the inalienable right of every child to a good common school and high school education, an education in harmony with his natural aptitudes, his dominant interests and his future prospects, the kind of an education that will fit him for citizenship and service in the state.

#### THE ESSENTIAL FEATURES OF THE COUNTY UNIT BILL

All laws are written from the point of view of the aim to be realized. The essential provisions of the county unit bill are simply the means and the methods for the realization of the aim as above stated. (1) We shall equalize educational opportunity among the districts in the same county by making the county the unit of taxation and administration. (See Section 1). (2) We shall equalize the burden among the counties by a system of state aid to counties. (See Section 27).

These two provisions for equalizing the burden are fundamentally essential. There is no other feasible way to do it. (3) By making the county the unit of administration, (See Section I) it will be easily possible to secure a much better organization, administration and supervision of the schools. All other parts of the bill are simply means for the realization of these aims.

The big idea is the *equalization of edu-*

*cational opportunity in Missouri.* If you believe the county unit bill will do this *you must either favor the bill or oppose the idea.*

If, in your heart, you believe in the general principle, equal educational opportunity to all, do not befuddle the issue by raising trivial and local questions. Do not form hasty conclusions. If you will take your county and your district and study the conditions that now prevail in them and compare them with the conditions as they would be under the county unit, you will be surely driven to the conclusion, that the county unit bill will give to all the children of your county approximately the same educational advantages as are now enjoyed by those who have the better opportunities.

**Why the Towns Should Come into the County District.** In almost every case the town is now the educational, social, business and religious center of a territory much greater than is indicated by the town school district boundary lines.

The town and the adjacent rural districts are absolutely dependent one upon the other. This community of interests should be strengthened when possible, not weakened.

For the towns to stay out of the county school district would be the worst possible thing that could happen to the towns. It would ruin or seriously impair the high school in the town by taking away from it all the non-resident pupils. The non-resident pupils, numbering in some cases fifty per cent of the town high school enrollment, would be provided for in the new sub-district high school adjoining the town. This would injure not only the town school district, but the rural district as well, for it would necessitate the building of many new high school buildings when but few will be needed. It will tend to multiply the little weak high schools to the permanent injury of all. We have

surely had enough of the little weak district. Once the rural high school is built it will be too late to correct the mistake.

In other states the sub-district high school has, in many cases, developed into a real community center. Our experience will be the same. The church, the blacksmith shop, the store and the postoffice follow the school. What we need is not more towns but better towns.

In order to understand the only valid objection that has been offered it is necessary to examine the present situation in both city and rural districts.

The towns have, in most cases, built up a good system of elementary and high schools. They have done this, not because of greater wealth, but for two other reasons:

- (a) There is better school sentiment in towns for high schools. This is due primarily to the fact that the high schools in the country are impossible under the present system.
- (b) The towns have paid a higher rate of tax for school purposes. The state constitution discriminates against the rural district.
- (c) The rural schools, as a class, are not as good as the schools in the towns.

Out of this situation grows the real objections. Some good school people in the towns are afraid that the folks in the rural districts will not vote sufficient tax rate to keep the schools in the towns up to their present standards, and some poor school people in the rural districts are afraid the town people will vote an exorbitant school tax. Neither of these objections is wellfounded. It is quite evident that under the County Unit plan the county votes as a whole. The sentiment in the towns for good schools and the sentiment in the rural communities for better common school and high school education will surely be sufficient. The

great majority of our rural population want good schools and are willing to pay for them. Surely, the small minority can be educated to the point where they are willing to pay what good schools are worth. As a matter of fact, the majority of our rural districts are now voting the limit under the Constitution.

(The revision of the bill leaves out towns now having a first-class high school but allows them to come in by their own vote.)

#### OBJECTIONS ANSWERED

1. **People in the Rural Schools Can Now Have Good Schools If They Will Only Vote the Necessary Funds.** This argument is sometimes made. In the study of the inequalities among the districts in the same county and among the different counties this argument was fully answered. What chance has a district with an assessed value of \$15,000 to vote a sufficient tax to maintain a good school? It can raise a maximum of \$97.50 for school maintenance.

2. **Can We Not Equalize Opportunity by a System of State Aid to Individual Districts?** In the light of our past experience the only possible answer to this question is *no*. Special state aid is sound in theory, but when we attempt to equalize educational opportunity by a system of state aid to local districts it is almost a failure. Moreover it frequently increases the inequality rather than decreases it. For example, Benton County with an assessed valuation of \$2483 for every child in average daily attendance received state aid last year to the amount of \$11,202, while Bollinger County with an assessed valuation of \$1863 per child received state aid to the amount of \$1672. Hickman Mills Consolidated District in Jackson County has an assessed valuation of \$1,179,900 or \$7023 per child, and yet this district received special state aid last year to the amount of \$775. Such illustrations

of inequality may be found in practically every county in the state.

3. **"It will take away all state aid."**

It is argued that this bill will deprive the weak districts of the state aid they now receive, and this is true. It will probably repeal all existing state aid laws so far as the county district is concerned, except the teacher training aid and aid for vocational education. It will, however, substitute a general state aid law that will actually equalize opportunity and that will be free from all the objections inherent in the present crazy quilt plan of state aid.

4. **"It will increase taxes."** Some people are very much afraid that this bill will make it possible for the county district to vote a tax rate of \$1 on the \$100 as cities now are allowed to do, and as most of them do. Now this is a possibility. The teachers have consulted the best legal talent in the state. In the opinion of these jurists the county district can vote \$1 in spite of the present constitutional limitations on taxation for school purposes, if towns are included. This is just what should happen in many counties. It is perfectly obvious that a 65 cent tax rate on the basis of present assessed values is insufficient in many counties to maintain as good a system of common schools and high schools as our children deserve or as the people want. If, however, the tax rate is increased above 40 cents, it will be because the people themselves vote the increase, and why should the people be refused the privilege to vote their own money for the education of their own children? One of the fundamental weaknesses of the rural school system is the direct result of the unjust and unfair discrimination against the rural children incorporated in the state constitution of 1875. This constitution, under which we are still trying to do business, limits the rate of taxation for school purposes to 40 cents on the \$100 assessed

valuation, but provides that in districts composed of cities and towns this rate may be increased to \$1, and in other districts to 65 cents on the condition that a majority of the voters, voting at an election held for the purpose, vote in favor of such increase. The "joker" is contained in the words "other districts." The "other districts" are the rural districts. Why this unfair and unjust discrimination against our rural population should have found a place in the fundamental law of the land or why it should have remained there for 46 years no one seems to know. However, it is there, and it will stay there until the constitution is amended, unless the county unit bill will take it out, by making all districts contain a city or town, as they would under the County Unit.

It is impossible to know in advance just what will be the effect of this bill on the rate of taxation. In considering this matter we must always take into account the ratio of the assessed value to the real value of property. If property in this state were assessed at its full value, a 65 cent school tax on a county basis would maintain a first class system of schools in practically every county in the state. If the ratio of assessed value to real value should remain the same as it now is and every county in the state should vote \$1 school tax, it would require state aid to the amount of \$900,000 a year to meet the provisions of this bill. We spent last year about \$450,000 in state aid. Surely this is not too much for the state to contribute in order to insure something approximating equal educational opportunity.

It is quite certain that the many large districts now paying less than 40 cents school tax will pay more under the county unit bill. It is equally certain that the many small districts now paying 65 cent rate and above will pay less than they now pay, and this is as it should be, because we are trying to equalize the burden.



Now a special certificate may mean any kind and amount of preparation, but it usually means less than third grade preparation. The question naturally arises, can such teachers do the work satisfactorily? How much native ability and maturity of character do these teachers possess? How much and what kind of education? How much and what kind of professional skill and how much of the power and skill which come only from continued intelligent experience? Surely the rural teachers should not have less preparation than that required of teachers in the towns. It should perhaps be of a slightly different kind. It should recognize the need of country schools as determined by the needs of country people, by the life they live and the work they do.

#### THE REAL TEST

5. **The Real Test.** After all the best test of an individual is his conduct. The real test of an institution is the results it yields. What are the results of our rural school system? What kind and amount of education are the rural schools giving to our boys and girls? The answer is disappointing in the extreme. We are actually giving less than 17% of our country boys and girls an eighth grade or common school education and we take ten years to give this little. Eighty-three percent of our rural children leave the common school with little or no vocational training, with no adequate preparation for any type of citizenship and with the doors to further advancement in the schools closed to them for all time. Many towns in Missouri are giving 60 to 80% of their children an eighth grade education. Several of our towns are giving 17 to 25% of the children a four year high school education, and at least one town in the state gives 7% of all its children a four year high school education. If our rural pupils get any high school training, they must leave home to get it. Surely in the light of

these facts we should be willing to reconstruct the present inefficient and wasteful rural school system.

#### HOW THE COUNTY UNIT PLAN ORIGINATED

Most of the states of the Union began their school system with the isolated country school as we did. Experience has shown that the schools suited to pioneer conditions do not necessarily meet the needs of progressive modern communities. As the inefficiency of this small district school has been seen the states have gradually changed to a better organization.

The six New England states have the "Town" (almost Township system). Everything in New England centers about the "Town" so this is the natural and proper type of organization in these states. Of the remaining 42 states, **twenty have adopted the county unit system and made this system mandatory for every county in the state**; two have adopted an optional county unit system; five a township system; the twelve remaining states have the small district system.

Thus it is seen that **three-fourths of the states have avoided or abandoned the small district system. NO STATE THAT HAS ONCE ADOPTED THE COUNTY UNIT SYSTEM HAS EVER ABANDONED IT.** This is certainly an unanswerable argument for the county unit, since most of the states have changed from the small district to the county unit system; certainly some of these would have changed again to small districts had not the county unit proved a better system.

Of the 12 states that have the small district system, Missouri is the oldest except the State of New York. Since the State of Missouri is now a century old as a state, it has certainly passed the days of settlement and exploration. Pioneer methods and pioneer tools have been replaced in Missouri by modern methods and tools



### A COMPARISON OF EDUCATIONAL OPPORTUNITY IN ONE DISTRICT WITH THAT IN OTHER DISTRICTS IN THE SAME COUNTY

When districts within the counties are considered, the inequalities are even greater. In Pettis County one rural district has a valuation of \$7655 per child of school age in the district, while another rural district has only \$1018 per child. In Webster County, the wealthiest district, has \$2527 per child and the poorest has only \$478. In Reynolds County one district has \$2281 while another has only \$342, on the taxes from which to educate a child. Thus it will be seen that when districts within the counties are considered one district has ten times as much wealth per child as another in the same county, and considering districts within the state we see that a district in Reynolds County has a valuation per child which is less than one-twenty-third of that in a Pettis County district.

### THE PRESENT SYSTEM A DISMAL FAILURE

There are, of course, many good rural schools, but the system is a hopeless failure. It is wasteful and uneconomical in the extreme. No private business so poorly financed, so poorly organized and poorly administered could last a year. It has already been shown that in the matter of support the rural school violates the first fundamental principle of all just taxation—it fails to distribute the burden equally or fairly. This weakness is *inherent in the system* and must be eliminated if we are ever to approximate equal educational opportunity.

### SOURCES OF WASTE AND INEFFICIENCY

1. **Too Many Teachers.** We waste in teachers' salaries nearly a million dollars a year by employing more teachers than we need. In 1918-19 we had 1012 teachers with an average attendance of less than 10 pupils, 2947 with less than 16,

6605 with less than 26. There is not a city in this state that could maintain its schools on any efficient basis and provide teachers for every 15 pupils. We have not less than one-fourth more teachers than we need in the rural schools.

2. **Non-Attendance.** There is an enormous waste from non-attendance estimated by Commissioner Claxton at 25% of all the money expended. Thirty-four percent of the children enumerated in the rural district are not enrolled in the schools. Of those who do get their names on the teacher's register only 65% attend regularly, that is, 43% of the school population attend school for 128 days in a year. There are, of course a number of reasons why this is so, but the fact remains that there is a very serious loss, much of which could be prevented by a proper system of organization and administration. **Good schools always have the most regular attendance.**

3. **Unfavorable Working Conditions.** There is a great waste because many teachers and pupils are compelled to work under conditions that make good teaching impossible. The school house, its equipment, heating, ventilation, sanitation, cleanliness, the school environment are in many districts absolutely prohibitive of good work.

4. **Inefficient Teachers.** The greatest waste of all, however, is yet to be mentioned. It is the waste due to the employment of inefficient teachers. As is well known, a bright eighth grade graduate with just a little coaching can pass the examination for a third grade certificate. We have approximately 3500 third grade certificates and practically all of them in the rural schools. Serious as this may seem, it is not the worst. Because of a great scarcity of teachers this year there were not enough third grade teachers to go around and we have approximately 2500 teachers teaching on special certificates.

6. **"It Will Destroy Local Initiative."** In the Name of High Heaven! How much *local* initiative will it destroy? How much is there of this precious commodity in the rural districts of the State now? How much local initiative does a school district have with an assessed valuation of \$342 per child, such as the one pointed out in Reynolds county? What opportunity to display initiative in a district with ten children? How far will Missouri move in the next half century if we leave the movement to local initiative that has been all but killed by the smothering influences of low valuations, small tax levying power, few children, restricted territory?

How much momentum have we gotten from this wonderful force that is lying around in the present districts during the last few years? Was it local initiative that brought county supervision? It was not. Was it local initiative that brought teachers' colleges? Was it local initiative that brought the consolidation bill? Is it local initiative that brings consolidated districts? When a consolidation is formed each district surrenders its local initiative to the consolidated district. Take a look at the situation and see the results of local initiative, when the district is "hog tied" by an antiquated system. Missouri has 9000 country schools with this kind of local initiative. But 1600 have wells with water known to be impure; 6300 have wells not cleaned; 500 have seats too high or too low; 6000 have toilets uncleared; 1000 have no toilets; 8000 have poor ventilation; 2700 have open foundations where the hogs under the house are more comfortable than the children in it.

**Missouri people do have local initiative** but one is expecting the impossible to suppose that they will exercise it under the present conditions. Give them the freedom that St. Louis has had, that Kansas City has had, that many of our smaller cities have had and you may then reasonably ex-

pect to see local initiative show its work in magnificent schools, serving all the children of all the people.

7. **"This bill is undemocratic."** If democracy means that farmers must quit their farms if they will educate their children, this bill is undemocratic. If democracy means that one person shall pay 3% of his wealth each year for the support of public schools while another, enjoying the same rights and fruitage of the same public schools, pay none, this bill is extremely undemocratic. If democracy means that I can force my neighbor either to deny his children the privileges of an education or to sacrifice his property and more out of his community, this bill is undemocratic. If democracy means that I may have a vote to determine the educational opportunity of those children who live north of me but shall have nothing to say regarding the educational advantages of those who live south of me, then this bill is undemocratic. If a man's democracy must extend only to his city limits or to the north line of Section 23, then this bill is undemocratic. But, if democracy means from each according to his ability, and unto each according to his need, this bill is democratic. If democracy means equal rights to all and special privileges to none, this bill is synonymous with democracy. If democracy means that education is a matter of private concern only, that it shall be confined to the few, the wealthy, the elite, the fortunately circumstanced, this bill is undemocratic. If, however, democracy means that the state and the county are interested in education, that education is a state function, that the child no matter how poor has a natural right to such an education as will fit him for citizenship and services in the state, then this bill is very democratic.

**WILL YOU WORK FOR THE PASSAGE OF THE COUNTY UNIT BILL?**

